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ABSTRACT

Materials for a career development program for infusing career education concepts into elementary or high school curriculum are presented in this staff development guide. The text is arranged around four phases involved in implementing a career education. Phase 1 (Why) contains excerpts of four documents relating to change in education and career education. Phase 2 (What) presents data which defines the concept of career education and discusses seven models to aid the teacher in understanding and implementing this process into practical applications in the school. Phase 3 (How) offers approaches and strategies in the development of units and activities, including career development and success oriented education; writing units in career education; varied applications of career clustering; varied techniques and data for the career interview; field trip outline; career education objectives, K-12; using resource people; the infusion process; conditions, criteria, and sample materials for evaluation; projects and activities in career guidance practices for teachers and counselors; the career education information center; and objectives and matrix for a career workshop. Phase 4 (Planning) offers an outline of areas that should be considered by the planning committee for implementing a career development program. (TA)

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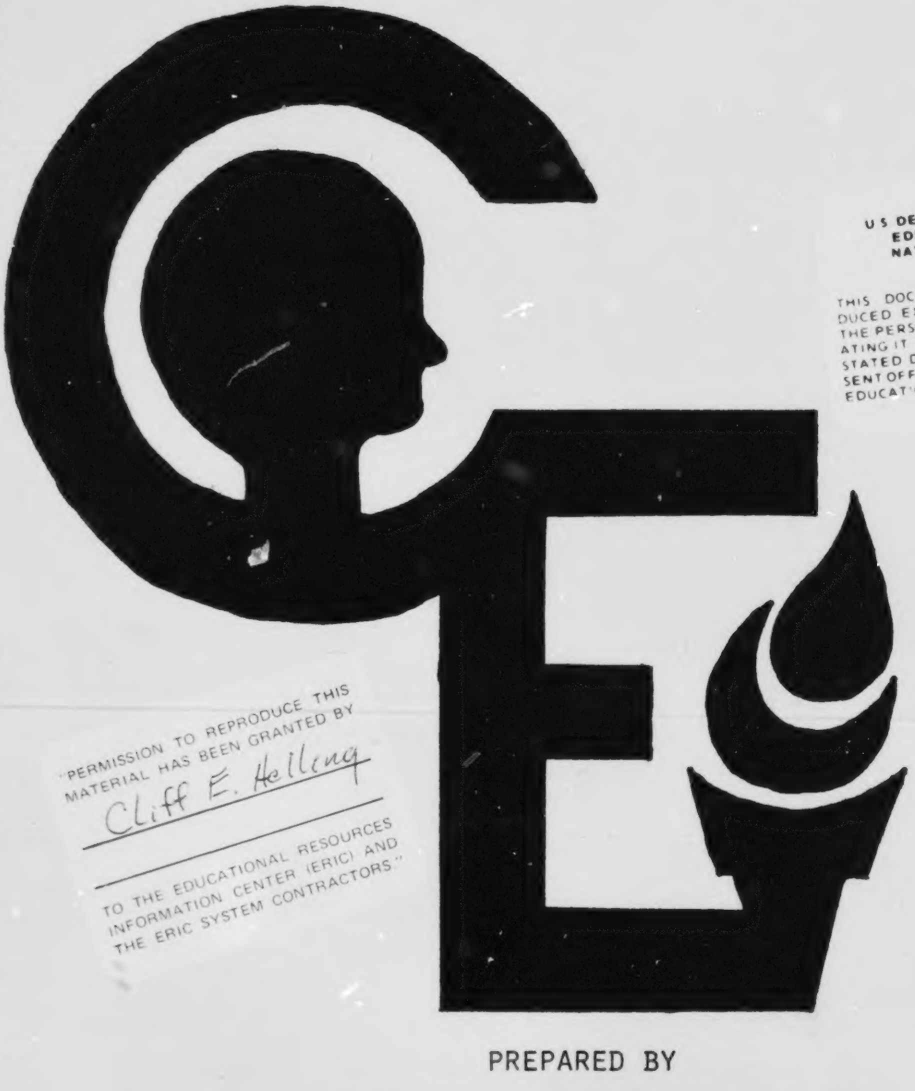
ED 145 098

CAREER EDUCATION

STAFF DEVELOPMENT GUIDE FOR TEACHERS



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PREPARED BY

INDEPENDENT SCHOOL DISTRICT 281

ROBBINSDALE AREA SCHOOLS
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NOTE: Reference is made here to Models of CE located in Phase III.

NOTE: Appendix to this text under separate cover.

INTRODUCTION

Career education is humanizing education! Career education is education for change! Career education is education for the future! The goal of the Iowa Project is to inject this "feeling for the future" into your present school curriculum. To do this, Iowa Central Community College and the Cooperating Leagues of Schools are providing a three-year, phase-in career development program. This Staff Development Guide is a resource to help you.

It would seem that there are four logical phases in implementing a career development program into an educational complex such as a high school or an elementary school. This text will be arranged around these four phases.

1. Why
   In phase one the need to change must be made clear to the professional educators. The method here involves data and discussion of problems in education. Career development concept is defined and referred to as a viable alternative but not explained in depth. The objective of phase one should be to get the educator to comment "We really have some difficult problems in education; perhaps we should explore this career development angle."

2. What
   Phase two involves an explanation of career development concept in some detail. It is presented here as an alternative solution to the problems outlined in phase one. This is done by a presentation of data and distribution of materials that will aid the teacher in understanding and implementing the concept.

3. How
   Phase three involves units with common interest (such as the areas of English, social studies, counselors, or math) exploring goals, objectives, models, units, and strategies of the concept. These groups or individuals proceed to discuss ways to develop, implement, and utilize career development materials in their area. It is, after all, their expert area competence that will provide the best ideas for integration and the most realistic curriculum changes.

4. Planning
   Phase four deals with planning. It is recommended that all parts of the educational complex (pod involving elementary, junior high, and senior high, individual school, school system, leagues of schools, or geographical area) gather to discuss a program. A

plan or program or series of events must be decided upon in order to insure coordination, utilization of resources and inter district as well as inter school cooperation. In this instance it is this program that holds together what all the individual units are doing and gives it definition under one title: Iowa Career Education Program.

Materials will be divided according to these four phases. Support material and additional references relating to the above will be included in the appendix. Several correlated publications including _Guidelines For Continued Operation of Career Education_ and various _Career Education Activity Guides_ are available through ICCC.

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PHASE I

THE PROBLEM

PHASE I: The Problem

This section contains excerpts of four documents relating to change in education and career education. They are Worthington and McCurdy, Hoyt, Marland, The Minnesota State Department, and the Florida State Department. Two short articles in their entirety are included by Helling from his text, Career Development Concept K-12. Complete documents are available from the ICCC career coordinators.

NOTE: The article from which one of the above mentioned excerpts appears, An Introduction to Career Education - Hoyt, will appear in its entirety in Phase 2 of this text which covers career education definition.

THE CHALLENGE

A vital problem today in the United States is the quest on the part of millions for a higher quality of life and living. It is not the quest itself that is significant or new, but the urgency expressed by so many people in so many different ways. The problem was raised to a consciousness level during the 1960's, and the social characteristics of that decade continue as viable forces for change in the seventies. What was that period like?

The decade of the 1960's was a time of

> -----awakening group consciousness, of indignation and outrage fed by a spreading realization of the pervasiveness of social and economic inequality and deprivation; of insurgency among black, Chicanos, and native Americans; of sharp challenges by women liberationsts, youth counter-cultures, conservationists, and consumer protection groups; of the championing of the values of the new individualism and "Consciousness III"; of the erosion of popular trust in major institutions--business firms, organized labor, Congress, the executive branch of federal government, the military, the courts, the press, the schools...; of breathtaking social, economics, and technological change; and of the outward thrust of a new hedonism, aptly characterized by Marth Wolfenstein as the "fun morality" (Borow, 1974, p.4).

Whatever else may be said about the 1960's, people in all walks of life were raising a hue and cry for a new individualism. Individual development and self-betterment was the message, and the young people were clear in presenting it--"recognize your uniqueness, tune in to your feelings, learn to think well of yourself, and discard masks and charades in favor of authenticity and of mutual sharings of inner experience with others" (Borow, 1974, p.8). . .

FROM: Education for Career Development, Minnesota Department of Education

CAREER EDUCATION NOW

. . . most Americans ask: "What are we educating our children for?"

Educators, it seems to me, have too often answered: "We simply are not sure."

Uncertainty is the hallmark of our era. And because many educators have been unsure as to how they could best discharge their dual responsibility to meet the student's needs on the one hand, and to satisfy the country's infinite social and economic appetites on the other, they have often succumbed to the temptation to point a God-like finger at vocational educators and damn them for their failure to meet the nation's manpower requirements and double damn them for their failure to meet the youngster's career requirements, not to mention his personal fulfillment as a human being.

How can we blame vocational educators for the hundreds of thousands of pitifully incapable boys and girls who leave our high schools each year when the truth is that the vast majority of these youngsters have never seen the inside of a vocational classroom? They are the unfortunate inmates, in most instances, of a curriculum that is neither fish nor fowl, neither truly vocational nor truly academic. We call it general education. I suggest we get rid of it. . .

FROM: Sidney P. Marland, Jr., former U.S. Commissioner of Education

AN INTRODUCTION TO CAREER EDUCATION

Career education represents a response to a call for educational reform. This call has arisen from a variety of sources, each of which has voiced dissatisfaction with American education as it currently exists. Such sources include students, parents, the business-industry-labor community, out-of-school youth and adults, minorities, the disadvantaged, and the general public. While their specific concerns vary, all seem to agree that American education is in need of major reform at all levels. Career education is properly viewed as one of several possible responses that could be given to this call.

Conditions Calling for Educational Reform

The prime criticisms of American education that career education seeks to correct include the following:

1. Too many persons leaving our educational system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.

2. Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both of those who remain to graduate and those who drop out of the educational system.

3. American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It has not given equal emphasis to meeting the educational needs of that vast majority of students who will never be college graduates.

4. American education has not kept pace with the rapidity of change in the post-industrial occupational society. As a result, when worker qualifications are compared with job requirements, we find over-educated and under-educated workers are present in large numbers. Both the boredom of the over-educated worker and the frustration of the under-educated worker have contributed to the growing presence of worker alienation in the total occupational society.

5. Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding and career decision-making skills, or the work attitudes that are essential for making a successful transition from school to work.

6. The growing need for and presence of women in the work force has been adequately reflected in neither the educational nor the career options typically pictured for girls enrolled in our educational system.

7. The growing needs for continuing and recurrent education on the part of adults are not being adequately met by our current systems of public education.

8. Insufficient attention has been given to learning opportunities outside of the structure of formal education which exist and are increasingly needed by both youth and adults in our society.

9. The general public, including parents and the business-industry-labor community, has not been given an adequate role in formulation of educational policy.

10. American education, as currently structured, does not adequately meet the needs of minority, nor of economically disadvantaged persons in our society.

11. Post high school education has given insufficient emphasis to educational programs at the sub-baccalaureate degree level.

It is both important and proper that these criticisms be answered, in part, through pointing to the significant accomplishments of American education. Growth in both the quality and the quantity of American education must be used as a perspective for answering the critics. Such a perspective, of course, is not in itself an answer. The answers given to such criticisms must take the form of either refutation of the criticisms themselves or constructive educational changes designed to alleviate those conditions being criticized. The prospects of refuting these criticisms, to the satisfaction of the general public, seem slight. Thus, an action program of educational reform appears to be needed. Career education represents one such program. . .

By Kenneth B. Hoyt, Commissioner for Career Education.

THE CAREER EDUCATION MOVEMENT

The emergence of career education as a major movement in education resulted from a combination of factors. The previously discussed societal and economic problems of the sixties caused pressure for change towards a system more attuned to career preparation. Educators, administrators, and legislators responded to these needs by encouraging greater emphasis on the vocational aspects of education. At the same time, the career development concept has been broadened, and has been recognized as involving more than just vocational training in secondary schools, although that remains an important part of the development.

Let us look at the development of the career education movement in more detail.

Vocational education exists today as an important, though separate, program within our secondary schools. Though the range and number of programs that can be offered are limited, these have generally been successful in advancing individuals' career goals. Educators concerned with this phenomenon have identified some factors which they believe contribute to the problem:

- the compartmentalization of vocational education and academic education as separate domains
- overemphasis on a college education as preparation for all occupations, whether or not the content is relevant to the occupation
- association of social status with academic degrees
- the assumption that all education takes place in the school building during school hours; inadequate use of the community in education
- undue emphasis on youth, as opposed to all age groups, as the consumer in the educational system
- measuring educational accomplishment on the basis of time spent rather than on performance demonstrated. . .

FROM: Florida, "Career Education: An Introduction"

THE ARGUMENT--FOR AND AGAINST

The following statements by Worthington (1972) support the need for career education:

1. Throughout the educational system and society there is a growing discontent with the failure of school experiences to be relevant and useful to the lives which students must live when they graduate.
2. There is increasing segregation between students and the world of work because students feel unneeded by our technological society.
3. Approximately one-third of all students go through high school via a "general education curriculum" which leaves its graduates neither trained with a marketable skill nor qualified to pursue higher education.
4. There is an undesirable and counter-productive separation of vocational education, general education, and academic curricula in our high schools. As a result, those in the vocational curriculum are often seen as low-status technicians, while those in the academic curriculum emerge having little contact with, or preparation for, the world of work.
5. The widespread emphasis on a college degree relegates vocational education to second-class status even though most students who begin college do not complete it and the number who do complete college are increasingly out of proportion to the occupational opportunities in our society.
6. Our present system is an inflexible one, which fails to provide individuals with the option of changing directions during high school or obtaining new training and shifting occupations later in life.
7. Most students have little or no formal contact with, or preparation for, the world of work during their elementary or secondary schooling.
8. By 1980, 15 million more people, mostly young, will have to be accommodated in the work force than in 1970, and these people must have adequate preparation for jobs.

The following statements by Spitzer (1972) present one focus on the controversy from the minority point of view:

1. "There is an additional danger of an 'implementation gap'; the same teachers and couselors who have been misdirecting blacks in the past will be responsible for implementing career education. The nature of career education will depend heavily on those educators

now teaching in the present system--there have been no indications in the last decade that this patchwork approach to solving the problems of education will change significantly with the advent of career education. On the contrary, it may be used as a weapon of oppression against the community of non-whites in this country, trapping them into occupational fiefdom of servitude in the privileged professional class."

2. ". . . Career education is in part an attempt to inculcate the Protestant ethic of work to produce a work force to meet the needs of industry."

Amoung the many points made and questions raised in a Los Angeles Time article by McCurdy (1973) are:

1. Would academic standards be lowered?

2. Does the district have the present capability to make such vast changes?

Nash and Agne (1973) have identified many points which they feel have not been dealt with regarding career education. The following are some questions which have emerged from their critique:

1. What are the possible misuses of the career education concept?

2. What are the ideological premises underlying career education? Should we not question the continued existence of a corporate social order and human behavior which is achievement motivated?

3. Is career education a thinly disguised politics?

4. What is the theory of learning underlying career education? Is it sound?

5. Would the schools act as a feeder of skilled workers into the occupational world?

6. Can we move from the concepts of selecting a career which promises enhancement of profit, power and prestige to human enhancement?

7. Do we need to incorporate the concepts of leisure and work? An occupation should not be assessed on corporate terms of wealth but on the opportunities it offers for contentment, joy, challenge, excitement--experiences people usually seek away from work.

FROM: Worthington and McCurdy

AN INTRODUCTION -- AFFAIRS OF THE HEAD, HEART, AND HANDS

The schools at this time concern themselves with affairs of the head (cognitive) to create and support the cult of "more education equals a better person." The reasons for this are evident in the make-up of teachers. They are products of a typical middle class society that has enabled them to achieve whatever success and status they enjoy through education, with emphasis on the cognitive domains. In their love for students, they use an inappropriate delivery system for their content, one based on their own one route to success: college. We have not considered the whole child -- he has a heart and hands, yet the alternatives he has been exposed to through various content areas primarily emphasize the head.

It is the writer's firmest conviction that the individual human person is the most important element in the educational system. He should be able to have exposure and experience in affairs of the head (cognitive), the heart (affective), and the hands (psychomotor) in relation to the content teachers present if he is to become who he really is. As teachers are culture-bound, so are the students, for the cycle reinforces itself. If a student is going to be allowed to become who he can be, he must be allowed to balance his needs against feedback arranged for by teachers in the three areas listed above.

As long as teachers continue the cycle of judging students on the narrow band of academic capacities (head), the students will continue to use these judgments to generalize about themselves. We discriminate against these students by not allowing equal weight in the curriculum to the hearts' and hands' involvement. Our curriculum discriminates against the 80 percent that never will have college degrees (because of its academic emphasis) but also presupposes that the 20 percent who do profit (becuase of academic ability) should go on with emphasis on the cognitive domain. This means that since our schools do not allow for psychomoter and affective domains to the extent they do cognitive, we discriminate against those 20 percent as well. In effect we are programing for failure.

Career education concept can help to equalize this process, for its basis for being is relating content of school to real situations and real people in the real world of work. This use of reality forces a balance of all three factors above.

As a factor of the involvement of career information and the subject content, the student will learn through career education activities that it is not always a pretty world. This is the fairest (although unpleasant) way to base curriculum in our schools. If reality is to be changed for the better, it must first be recognized and dealt with by the whole child through school activities.

If there can be a model strong enough to equalize the emphasis of all factors on self-development (career development process), we have the opportunity to affect our economy as people become who they decide they must. We may then be able to rearrange the status structure that now exists in our country, for if teachers can rise above who they are (products of a system that rewarded the head) and fairly allow heart and hands to be equal determinants in decision-making in self development, we could not only say, but mean, "all work has dignity."

Once we realize work (broad career) includes what we are paid for plus the psychologically rewarding endeavor that together tell society who we are, we can worry less about "working to his capacity" in terms of academic endeavor and allow students to develop in balancing the affairs of the head, heart, and hands. It is the teacher's job to arrange for this to happen in relation to his or her content area.

The middle class value system that dictates that the harder you work, the better person you are, has driven us to "mine" the human resource of our country through our schools where cognitive concerns are emphasized. If the writer knew one certain person could discover the cure for cancer, the position would remain the same: he should be aware of his cognitive ability but also his affective and psychomotor capacities must be allowed for, and if he has had an opportunity to analyze and explore himself and the various subject contents through school in this relationship, it would be his choice. If he chose farming or truckdriving, he must be allowed to do this for he is the person living his life and the writer cannot play God and state as an absolute that cancer should be cured. The writer can absolutely state that the humanistic attitude of all cognitive, affective, and psychomotor alternatives should be explored and the freedom to choose from a cluster of related activities is the right of each person. We must strive to make it as culture-free as possible, for that very fact may be a self-fulfilling prophesy, and society may evolve to allowing people to become who they most want, should, can, and will become.

Career education offers important concepts to further the non-discriminating process in our schools just mentioned. It serves as a humanizing vehicle to help content make the jump to the real world (only humans have careers) to give it a frame of reference students can better project into and therefore understand. It offers a clustering idea where careers (also people, things, and ideas, as this concept is an effective teaching tool geared to allowance of non-discriminating exploration of content by students) are represented around some conponent so a student may explore and relate to them with his heart and his hands and (but not only) his head.

Implications in career education allow for no more failure in our schools. With the range and inter-relationship of the three factors above offered in fair context, the alternatives for success are increased infinitely. All students may prepare for a future that considers the relative weight of each in his particular situation. It is the educator's job to present content in honest relationship to affairs of the head, heart, and hands and allow students to explore career opportunities in clusters (so alternatives are available allowing for economic and personal situations) that will insure success as productive humans in an increasingly accepting society of people who base goodness on self-fulfillment as the ultimate goal of humanity.

As was well stated in a recent film viewed by the writer: "If man does not achieve and serve, he is nothing. We have educated many but prepared few."

FROM: C. Helling Career Development Concept K-12

LOSERS ARE ESSENTIAL TO SUCCESS OF WINNERS

Most educators will acknowledge that grading is an unpleasant experience for the majority of their students; since many will do poorer than expected, we build in failure as a necessary opposite of success. The normal curve still forms the basis for grading and it continues to discriminate against those without academic ability. Teachers are products of a system that has rewarded what they could understand cognitively. Teachers value academic endeavor, for it has provided them with the status they enjoy. Schools reflect teacher values and, consequently, devices for grading include those biases and must be considered.

The argument has been made that school must have failure to help students learn of their individual differences. They will fail in life and should experience it in school so they may adjust to this situation. It is fair to say that failure is a fact of life, but what is crucial to teachers is to prepare children to deal with that failure. It seems reasonable to build on positive strengths in anticipation of the tests in real life as opposed to identification of inadequacy in one domain: the one that deals with skills in a classroom. Teachers are guilty of judging goodness on what they understand goodness to be and that is culture-bound to who they are: college graduate teachers. Schools do not realistically reflect society, so to generalize what happens in society by school experiences is generally superfluous. It is difficult to visualize a person who would seek out and enjoy endeavors that will produce failure and yet teachers arrange for students to experience it in school. Children are held captive by law while educators define success in terms of things they (teachers) understand and they (teachers) can achieve. Goodness is judged on a narrow band of academic skills and children generalize on who they are and on their self esteem by the school's criteria.

Classer and others advocate a success-oriented education building on students' strengths. Havighurst, Mackley, Bruner, Mead, and many others advocate use of the community since real tests on curriculum content take place there. Combining these philosophies, when failure does happen, there will be positive alternatives provided by teachers using a reality-based curriculum. The fundamental worth of individuals and their differences are retained with this approach and, hopefully, failure will not become generalized as a way of life.

While this direction is positive, a more definitive basis for the evaluation of human worth must be explored. If schools are to implement programs built around the stated philosophy, teachers must deal with the question of evaluation. While some feel real experiences in some cases justifies their doing, this attitude is not universal. The value system we operate upon seems to demand comparisons. It seems necessary to expand the domains we base judgments upon if opportunities for successful experiences are to be expanded.

The question is how do teachers allow children positive experience in growing and learning and yet let them learn about individual differences? A partial answer involves a change in the value system: value things people *do* and ways people *feel* as well as their thinking process. Educators should broaden the base they make judgments upon to allow for varying degrees of competence in feeling, doing, and thinking so children may deal with lack of ability in any one domain with compensating success in another. In this scheme of things, the opportunity for success is infinitely enlarged, for the combinations that go to make up different competencies people use in life are endless. It is not unreasonable that being weak in two or even all three could be positive in the sense that all types of people get along by certain balances of these characteristics, depending on their needs and society's demands. By using this approach, individual differences are allowed without the stigma of failure in one domain. People think, do, and feel to work through their lives. All these factors contribute to any person's definition of success or happiness.

Educators could structure curriculum and content to explore and offer related experiences in doing and feeling as well as thinking. This has been a difficult task due in part to the difficulty in grading these things. However, schools are not living in the past but in a dynamic, dehumanizing, machine/electronic age. Educators must do things that involve *human beings* in a real world, for the worth of "content" eventually must stand the test of "life" skills which involve activities outside of school. Humans do things, feel things, and think things usually in such mixed amounts it would be difficult to define any "most" important domain at any given time.

Career education offers a dynamic tool which may offer the teachers some alternative. Career education is a series of processes (closely related to human development) that link real people in the real world of work (that includes all levels and all competencies) with school subjects to offer a reality base to test and reflect content in human terms. Man must work and he does! He is paid money for some of his endeavors while others he does for psychological reward. To study man and his purpose, school subjects must deal with man in his environment. Career education concept offers a vehicle to do just this.

FROM: C. Helling Career Development Concept K-12

PHASE II

DEFINITION OF CAREER DEVELOPMENT CONCEPT

The following data defines the concept of career education and offers various materials that may be of value to educators in understanding and translating this process into practical applications in the school.

CAREER DEVELOPMENT:

Career development is the process of integration of self and society through work, paid or not, lasting one's entire life.

Helling

CAREER EDUCATION:

Career education is essentially an instructional strategy aimed at improving educational outcomes by relating teaching and learning activities to the concept of career development ....

U. S. HEW

CAREER EDUCATION: A PRACTICAL APPROACH

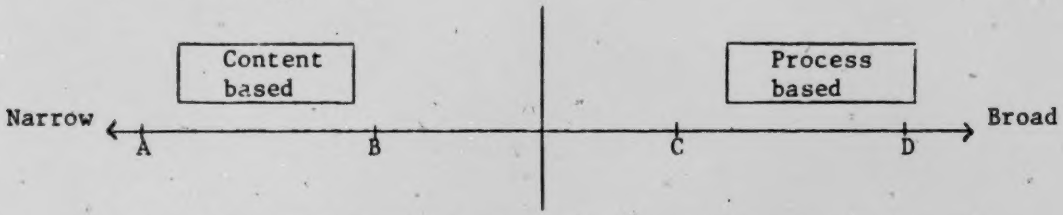
C. Helling

INTRODUCTION

I feel there is a great need to define career education in practical terms. This paper will endeavor to report the concept as it has evolved through its use by academic teachers over the last several years. There is, of course, a security and power in "reporting" what is being used by math, science, social, English, and other non-vocational teachers across the country, for the implication is that it works! It does indeed work to help teachers teach more math, science, social, English, etc., and that is why it is steadily growing as a practical concept to help teachers achieve "their" goals of education.

CURRENT STATUS

A continuum of practical use is associated with the career education movement. This diversity of application by practitioners is the result of political, economic, and various other vested interests that affect national movements. Vocational educators, for instance, adopted the name in some quarters hoping for more visibility, manpower (labor department) defined the term to adapt to their needs and so on and on. What we have is several definitions (accurate and operable according to the needs of the definer) that are legitimate. A more viable approach to definition may be to determine which interpretation enjoys the widest acceptance and use by teachers as a way to discern a working definition. To clarify, refer to Figure 1 which shows various interpretations of the concept from (A) narrow content based to (D) process based.



Continuum of Definitions for the Career Development Concept
Figure 1

Explanation of Figure 1

A. This approach may be termed the narrowest and the emphasis is mainly on content -- "Career education is vocational education," "a unit in science or math that reviews the jobs related to science or math," "a skill taught for a job."

B. This approach is content based but integrated into academic subjects. "Paid work is central to life." "Content should be related to paid work and the skills of the working world." "Teach the world of work."

C. Here the process of career development is utilized as a "context" or "setting" for human development. "Paid or unpaid endeavor relates to identity," "Workers (humans) are a vehicle to reality test academic content."

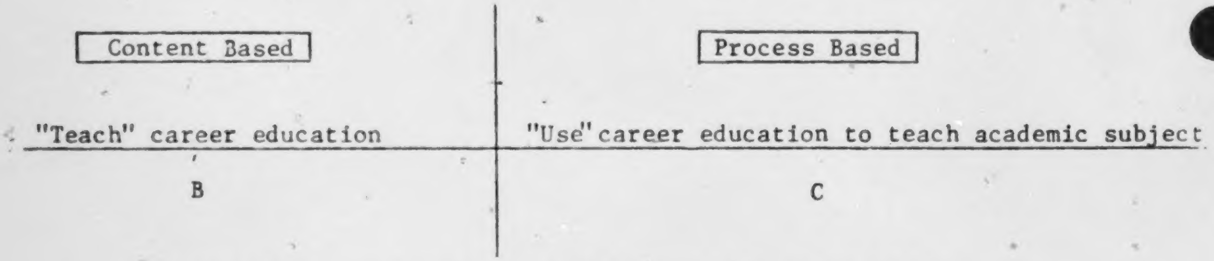
D. This point represents theoretical projections and philosophy relating to the career development concept. "College level or abstract extrapolations of the theory and how it might be given philosophic constructs and/or utilized."

A Practical Definition

C above is the approach that the author would estimate 90 percent of the educators in career education utilize. It is the approach that will be expanded upon in this paper. B and C above represent the two approaches that practically offer some good comparisons. B (content of world of work centered) is "work" centered in that its goals include academic teachers accepting and teaching content called "jobs," skills of jobs, philosophy of work, practical job application of their subject content, attitude of workers, etc. In spite of surface validity, this approach is very difficult to "sell" to academic teachers, for they are not committed to the world of work content but rather to "their" subject matter content. They often plead that it isn't their responsibility and they are all filled up (in time) with their own subject matter. This argument is accepted as having a good basis in truth. However, for those that want to be credited with "doing" career education but not with taking much of their time or doing any homework on the concept -- B is a perfect approach. They can inject a two-day "unit" on occupational information and call it career education. A principal who has done equally little research often accepts this as "career education" and understandably marks it down as "no big deal."

Conversely, C above refers to a method (process) of reality testing and humanizing that allows teachers to teach more of their subject content. Once understood, this is easy to "sell," for teachers generally believe in the area they teach and if we can show them a way to teach more of it (motivate their students) they buy and use it! (See Appendix I.)

In summary, then refer to Figure 2.



Two Practical Applications of the Career Education Concept
Figure 2

A MODEL OF USE

We will proceed to explore C above as the practical model of career education use in the field. It involves the process of career development rather than content of careers as a base. We all know what "content" means in reference to the world of work but "process" needs explanation. In this context we refer to the development of identity. Identity is gained by "doing," "thinking," and "feeling" and by receiving feedback from our peers. If we accept the feedback as supportive of what we perceive ourselves to be, we continue the activity or involvement. If the feedback is negative (according to our own idea of self) we alter the behavior until it jibes. This may be generally known as self development or identity seeking endeavor.

Why is work an index to identity? Because we are what we do. The author is at a loss to define another person unless he does so in terms of what he/she does. Remember here (in definition "C") we are concerned with all identity endeavors, whether it is rewarded in money or in psychological terms. This opens up all activities as contributing to a life style and an identity that fits that style. Certainly paid work is a most important aspect of identity (to some even most important, perhaps) but by no means is it the sum total of what a person is. By the same token, try to introduce someone or converse at any level without knowing what another does in terms of career. It's most uncomfortable until you know his/her work (paid or unpaid). With that knowledge comes a general understanding who the person is in terms of status, power, salary, ideas, ideals, and so on. To summarize, we are saying that the process of becoming whoever we are is basically a process of doing. It is a process of identity seeking endeavors that adjust and change exactly in proportion to the growing changing image of ourselves. This process is exhibited by our repeated behavior that is accepted by us as being reflective of who we think we are. The ever-growing course we are adjusting to is generally known as human development. Before now we have not had a context, a setting, a frame of reference to give dimension to this nebulous concept called human development. We now have one in career development concept. It furnishes the necessary associations in reality so we may establish the correlation to human development in terms of real humans living out real life roles through what they do. The total of all their endeavors would be one way of defining life style.

Definition of Career Development

Career development is the process of integration of self and society through work, paid or not, lasting one's entire life.

Goal of Career Development Concept and Education

It's our purpose in education to harness this identity seeking activity and motivate students to learn subject content by relating it to reality through real people living out their own roles. Work is all around us, it is practiced by all; it is non-threatening for people to discuss and share when it is in the context of their life style. What we do is the best possible insight into who we are, yet it is the easiest to get at. We demonstrate it openly and welcome a chance to explain discrepancies between who we "really" are and what we seem to be by what we do.

We are all working daily to become whatever we are to become. The process as observed is called life style by many. By definition, we never can actually become, because we are always in the process of becoming. Therefore this process becomes the real part of us that we must look at, explore, and ultimately accept as who we are at any given moment. This process is common to all of us and, since we can understand this by human examples all around us, it becomes something students can relate to. In effect it represents all alternatives and models of various life styles students may opt for. Part of our job as educators is to explore the alternatives that students have to choose from. Another part of our job is to provide life skills to achieve the alternatives they choose and seek.

What Is Career Education?

Career education is the utilization of the process of career development (demonstrative of human development) to provide a setting for and a checking of the subject matter taught in school.

A New Definition of Learning Related to Career Education

In defining learning modes for this discussion, it is suggested we take Bloom's* three domains of affective, psychomotor, and cognitive and consider them in relation to learning. Let us separate the three learning modes from the subject content that is the stuff of learning rather than the process we wish to define here. A fair statement to evolve might be: People learn life skills (subject content) through the affective, psychomotor, and cognitive domains. A simplified sentence may read: People learn through doing, thinking, and feeling.

If you accept the above, let us proceed to an alternative in education that career education facilitates. This alternative allows for accurate feedback to students on their capacity (or content learning) while still allowing for success relating to their self concept. We first separate the subject content from the modes of learning and accept both as bases to value. In other words, we value (with grades, etc.) the process or route as well as the destination. This is legitimate, for the three modes of living (and learning) of doing, thinking, and feeling are life skills to be learned, polished, accepted, and used as well as the subject content of class that is learned through them. In fact, the subject content of any class is both contingent on its being learned and its being used by the students' doing, thinking, and feeling. If these processes are inextricable from living out any results of learning and, indeed, presuppose the learning itself, why is it not worthy of being valued in our schools as a part of every class?

The process has always been important to educators in communicating their message. The suggestion here is that that process be recognized as vital to the whole course of living and learning and therefore should be valued along with the content of math or business subjects or art or any other. Career education concept has become the vehicle to implement this philosophy.

Content learning is but one factor to test and grade. If we use modes of doing, thinking, and feeling to teach that content, we can also provide feedback to students on these process talents. This is accomplished through field trips, guest resources, field interviews, roleplaying, and other techniques associated with career education. We get to real people by using the vehicle most closely associated with their identity; their work. This may or may not be paid (money) work, but qualifies on the basis of being an identity endeavor. The beauty of this is that if we recognize all three modes for reward, as well as content learning, we potentially can give every student positive feedback (since they all possess doing, thinking, and feeling capacities in varying amounts) that directly relates to their self image.

This also directly relates to needed life skills of both the content of the subject and the awareness of the life skills involved in knowing the capacities locked into these three processes.

The basis of this concept is simply to suggest we value the means by which we teach (students learn) as well as the end product or data learned in terms of subject content. The justification for this approach is that we are engaged in self development as well as knowledge transfer. The modes we use to teach become life skill tests (and subsequently life skill tools, hopefully) as well as the actual content learned. Where might we test these skills? How do we relate this humanly to reality? The answer to both questions is through career education.

By separating content and modes, and valuing each, we allow feedback to students on a broader, more life oriented basis. We thereby reduce the occurrence of total failure, increase success chances, and retain accurate feedback to students. This is legitimate, for we use the means we learn in school as well as the data learned there. School then becomes a concept, not a place, and life skills become practical as well as factual.

How Is This Done?

The author has but two goals for all educators, whether it be a teacher and her class, parents and their children, a volunteer working with handicapped, a presentation at Lions Club, or whatever:

Goal 1. Teach whatever content it is you are responsible to be teaching.

Use any technique or strategy but teach the skills or the content or the philosophy as you see fit.

Goal 2. Relate what has been taught to life and living of the student.

Numerous studies have shown that if the material learned has no significance or relationship to the student, it will be quickly forgotten! A question to honestly ask yourself is this: Is what I am teaching ever going to be of any value to the students I am teaching it to? The author might add here that while some educators may have asked the question, it was directed at themselves and they affirmed their needs rather than student needs by answering in the affirmative. Career education model takes it out of our hands and allows all types of people to have input to an answer. How? (See Appendix II.)

Goal one above cannot be aided directly by career education, as it is represented here. We are concerned in goal one about teaching subject content. We are defining career here in terms of "process." The explanation simply is that the A and B definitions regard careers as content and may apply if we are exploring definition A or B or career content. The C definition (the one expanded upon here) considers the processes of career development being demonstrative of human development and is used to teach subject matter content. Human development is a universal goal of educators. Goal two can be aided by the concept. It can answer the question posed above not by the teacher who asks it, but rather by humans that are representative of the whole population we serve. By using career identity (paid or unpaid endeavors that lend to self identity) to relate subject matter to people, we get feedback on reality that we otherwise would miss for want of a vehicle to do so. By using field trips, role playing, simulation, field interviews, guest resources, and all the other reality-based career activities, we humanly relate subject content we teach to real people doing real things. We get to these people on a vast identity network known as careers. "Careers" being almost synonmous to humans for only humans have careers.

In the bargain, we offer students unlimited alternatives regarding life styles. These life styles are across the board in relation to various capacities in affective, psychomotor, and cognitive domains. In other words we, by arranging to relate our subject content (math, science, social studies, English, art, business, music, etc.) with real people across the whole range of ability, are in effect allowing for the full range of models to be appreciated by students. This is logical, for we have the full range of students in our classes and all deserve alternatives that spell success to them in particular. When we consider success in terms of models that account for the full range of endeavor we tune in all students to relate to the subject content we are teaching.

Sometimes we may receive answers back from this reality testing activity that conflicts with our view of reality. It is not suggested that the observation or opinion or perception expressed or viewed through the activity was more or less valid than the teachers! It is suggested that the feedback is the important element, not only healthy and allowing for growth, but something we never had access to with the old system. The teacher had better get the facts, whatever they are, in order to retain credibility with his/her students. This pressure to change and account for bits of reality by curriculum change is probably the greatest dividend career education can contribute to relevance in our schools.

The Teacher's Role

The teacher is a factor of reality. A narrow, academically oriented view of reality often is their handicap. The responsibility of defining all of reality (and subsequent student needs based upon it) seems overwhelming as a duty of each teacher. In fact, the author knows of no one with massive enough ego to accept that role when stated this way. It is an awesome responsibility whatever the definition. By way of clarification of the educator's role, the author would review the teacher's tasks as follows:

A. Perceive reality in total/separate out relevant parts

B. Analyze reality in terms of human needs of students to cope with the reality perceived then translate the needs into the area of their subject matter specialty.

C. Prescribe life skill stuff in the form of math or science or whatever content they teach.

D. Teach it/motivate students to learn it.

E. Test to see if it's been taught.

F. Give feedback to students.

This is oversimplified, of course, but for the limited purpose of this paper, it is hoped it is not offensive to the reader. Career education concept aids in A above. We get help from the whole range of humanity. How do we get to reality? Through humans. How do we get to these humans? Through his/her work, paid or unpaid. Why the work? Because it is the closest identity hook we have going for us. It therefore also offers us the greatest identification by students. Evolution has lessened the impact of nationality to give identity (we are almost all mixed bloods). The same can be said of political affiliations -- with differences between parties lessened, more opt to be independent. Religion no longer offers identity since most have similar codes and procedures. It comes down to a simple equation: What we are = what we do. If you aren't convinced, try to remember when you met a stranger last and what the first thing was that you wished to know about that person. Chances are that you wanted to know what he/she does, for with this knowledge you have a great deal more insight to values, life style, and economic status.

An added benefit may be called the "correction" feature for teachers. Many teachers (like anyone else) get overzealous about a particular cause or movement because of their values and/or conditions they find themselves in. Given no "correction" factor for what balance reality places on this movement or idea, they may go out on a limb advocating "their" thing. While this is not always a bad thing (change occurs through commitment and action) it is misplaced in school since our job is to provide life skills across the spectrum of human need. Often an inappropriate amount of time (according to its function and importance in reality) is given to emotional topics of the day. Reality testing gives feedback and can lend balance to the perceptions students have relating to school, human beings, and all reality that applies to them.

A Practical Example

An example here may stress the points given so far. A social studies class seeks to teach government. The curriculum is direct and gives information and procedures for everything from electing an official all the way to passing a bill. It ends with the usual admonition to "be a good citizen -- understand, participate, and vote!" While this is fine, few students relate to it. Although it is obviously relevant material and even if it has been taught well, we haven't fulfilled the second goal of education: "relate it to the life and living of the student." Using career education concept, it is logical and easy to do. How?

Think of the people who have careers related to government (paid or unpaid)

A. Mayor
B. Council (city, urban, etc.)
C. Various committees
D. Police, firemen, postal
E. Congressmen, pages
F. Candidates -- managers
G. Judges/lawyers
H. Advertising and promotion
I. Speech writers
J. City manager
K. Voters -- candidate volunteers
L. Secretaries
M. Clerks
N. Social workers
O. Maintenance workers
P. Federal and state program superintendents of water, transportation, agriculture
Q. Etc.

The above are some of the people that serve as a link to the "lifeless" curriculum. We get in touch with those people through career education activities (field trips, volunteerism, guest resources, etc.) and answer the critical question: Is what we are teaching ever going to be of any value to the students we are teaching it to? These people (represented by their identity endeavor above) will help us answer that question!

In addition (by definition), we will come in contact with the whole range of capacity and involvement. Every student, no matter what his or her talents (or lack thereof) can identify with someone like they may become. We therefore have related curriculum to every student through a potential model. Here we have the answer to the student question: Why do we have to learn this stuff? When would we ever use it? -- For we are in contact with real people (like they may become) who do use it!

We also offer alternative life styles and involvements that all students may identify with. We have associated this humanizing process with the curriculum we seek to teach. It is no wonder teachers who have successfully used career education techniques state that the students are more motivated to learning as well as the fact that the teacher gets more of the curriculum taught. The two go well together!

Summary

In summary, it is acknowledged that educators seek to teach "their" subject content for they feel it can offer real help for students to cope with the reality we eventually must send them out to face. In fact, we pledge to prepare kids for that reality as a primary goal of education. How can we claim to account for that reality through our teaching and be unwilling to get in touch with it? The conclusion the author has drawn is that we can't avoid the whole range of reality factors including prejudice, pollution, greed, corruption, starvation, discrimination and the rest in deciding on life skill curriculum to allow kids to cope.
We must take all of reality as it is! If we do not we have shirked a major

responsibility we have to the future generation. In education we are caught in a system that allows little check on process or product. We are caught in a system that employs a narrow academically valuing group of workers. In this context and in this situation, the teacher utilizes his/her own values to project goals for the student and decide on the curriculum to reach those goals. The fact of the matter is that few of us will achieve through a cognitive mode. By setting that as a model of excellence, we sentence the majority of students to failure perhaps because of no more than an accident of heredity.

By using the people-involving approaches of career education, we humanize content and relate it to real people in a real world. The whole range of utilization and involvement with the content is coupled with the whole range of humanity, which of course we have in every normal class. We offer different definitions of success based onreality factors, not on our dreams (and standards) of success. We, by providing a context for reality testing do also orient students to the content parts of career education, namely jobs and skills and subsequent life styles. While this may not be an original purpose of the "C" definition above, it cannot be denied as a related benefit. (So you see here we accomplish some of the content based definition in spite of not aiming for it.)

Finally, we are offered feedback on reality through all different perceptions. With this better input (because it is related to the entire range of student) we prescribe life skill material (curriculum) with a higher degree of accuracy and with far more confidence. We are allowed feedback (via this people contact through their careers system) that allows adjustment and change in curriculum efficiently. In fact it is a closed system where change is automatic.

In Montana after a three-day workshop on career education, an unconvinced teacher confronted me with an interesting question: "We have great problems in government, depression and recession, cheating and lying, prejudice and discrimination, pollution, etc. Now, if we stop paying attention and giving encouragement to the top academic students, (supposedly he interpreted career education as doing this) who is going to solve these terrible problems?" While I was thinking of an appropriate response, an irate classmate stood up and shouted, "Who the hell's been in charge up to now?" It is true our record is not the greatest. It may well be time for a change to a system that values total humans, even those that are different from us.

> For too long we have said things like "All work has dignity," "all jobs are worthy," "all productive labor is good," This is not true! There are rotten jobs, degrading work, and unrewarding labor. This new concept (career education) teaches that people have dignity, people are all worthy, and people are good. Just think -- we have a chance here to change our value system in favor of humans and their need. If people are good and worthy, then whatever they do (a job) will be a demonstration of this worth and dignity. C. Helling -- From a speech to the New Hampshire Vocational Association, April 27, 1973.

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*Bloom, B.S. Taxonomy of Educational Objectives, New York, David McKay and Co., 1956.

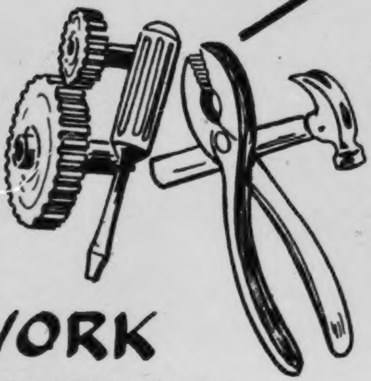
CAREER DEVELOPMENT CONCEPT
= EDUCATION CONTINUUM =

CONTENT ⟺ **PROCESS**

TEACH the
world of work
specific saleable
skills

USE the
world of work
to test and reflect
subject content

CAREER EDUCATION EMPHASIS



WORK CENTERED

CONTENT

- Work ethic
- Jobs and occupations
- Salable skills

WORKER CENTERED

PROCESS

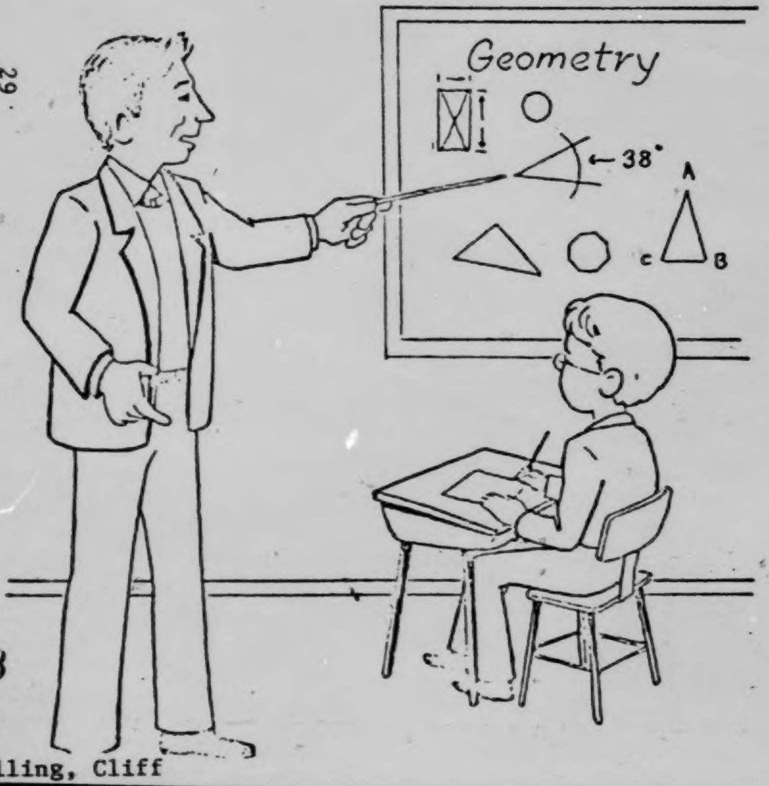
- Career development = human development
- Model to test reality
- Human relationship to subject content

MATURE CAREER DECISIONS

APPENDIX II*

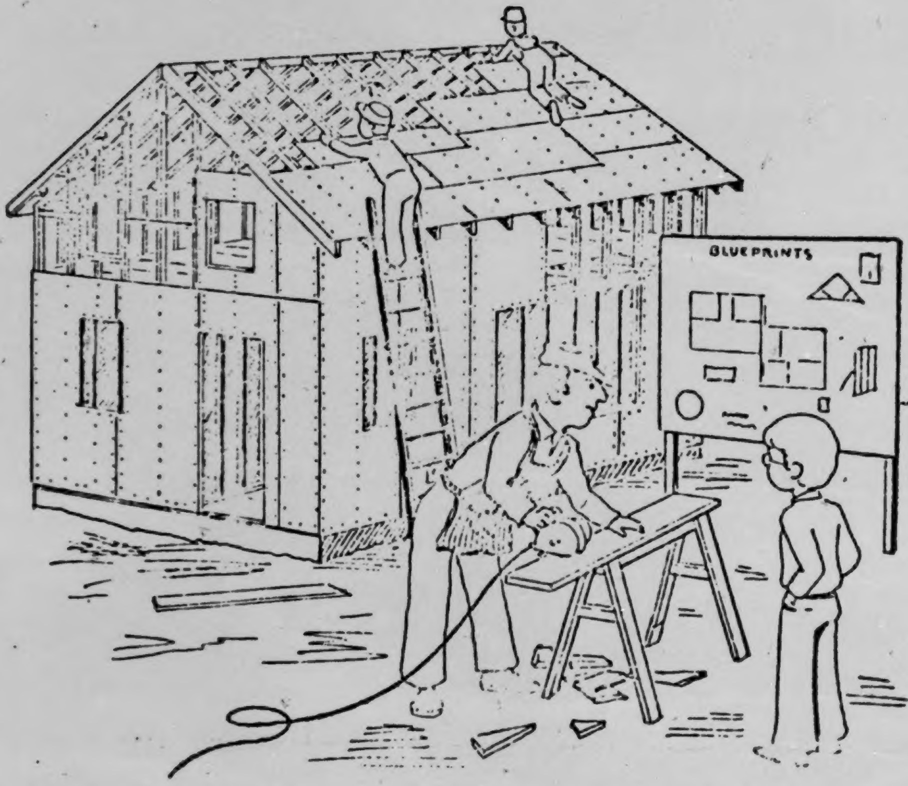
GOAL
1

TEACH THE SUBJECT


Geometry
38°
A
C
B

GOAL
2

RELATE THE SUBJECT TO LIFE AND LIVING OF STUDENT


BLUEPRINTS

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*Helling, Cliff

AN INTRODUCTION TO CAREER EDUCATION

Kenneth B. Hoyt

Career education represents a response to a call for educational reform. This call has arisen from a variety of sources, each of which has voiced dissatisfaction with American education as it currently exists. Such sources include students, parents, the business-industry-labor community, out-of-school youth and adults, minorities, the disadvantaged, and the general public. While their specific concerns vary, all seem to agree that American education is in need of major reform at all levels. Career education is properly viewed as one of several possible responses that could be given to this call.

Conditions Calling for Educational Reform

The prime criticisms of American education that career education seeks to correct include the following:

1. Too many persons leaving our educational system are deficient in the basic adademic skills required for adaptability in today's rapidly changing society.

2. Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both of those who remain to graduate and those who drop out of the educational system.

3. American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It has not given equal emphasis to meeting the educational needs of that vast majority of students who will never be college graduates.

4. American education has not kept pace with the rapidity of change in the post-industrial occupational society. As a result, when worker qualifications are compared with job requirements, we find over-educated and under-educated workers are present in large numbers. Both the boredom of the over-educated worker and the frustration of the under-educated worker have contributed to the growing presence of worker alienation in the total occupational society.

5. Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding and career decision-making skills, or the work attitudes that are essential for making a successful transition from school to work.

6. The growing need for and presence of women in the work force has been adequately reflected in neither the educational nor the career options typically pictured for girls enrolled in our educational system.

7. The growing needs for continuing and recurrent education on the part of adults are not being adequately met by our current systems of public education.

8. Insufficient attention has been given to learning opportunities outside of the structure of formal education which exist and are increasingly needed by both youth and adults in our society.

9. The general public, including parents and the business-industry-labor community, has not been given an adequate role in formulation of educational policy.

10. American education, as currently structured, does not adequately meet the needs of minority, nor of economically disadvantaged persons in our society.

11. Post high school education has given insufficient emphasis to educational programs at the sub-baccalaureate degree level.

It is both important and proper that these criticisms be answered, in part, through pointing to the significant accomplishments of American education. Growth in both the quality and the quantity of American education must be used as a perspective for answering the critics. Such a perspective, of course, is not in itself an answer. The answers given to such criticisms must take the form of either refutation of the criticisms themselves or constructive educational changes designed to alleviate those conditions being criticized. The prospects of refuting these criticisms, to the satisfaction of the general public, seem slight. Thus, an action program of educational reform appears to be needed. Career education represents one such program.

Answering the Call for Education Reform: The Rationale of Career Education

Each of the 11 criticisms cited above centers on relationships between education and lifestyles of individuals. Any comprehensive program of educational reform designed to answer such criticisms must be based on some common element inherent in each of the criticisms. Such a common element must be one that can logically be expected to be related to the needs of all persons involved in education. It must be related to the societal goals for education as well as the individual personal growth goals of learners.

One such element that seems appropriate to consider for use is the concept of work. For purposes of this rationale, "work" is defined as:

> "Work" is conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

This definition, which includes both paid and unpaid work, speaks to the societal survival need for productivity. It also speaks to the personal need of all individuals to find meaning in their lives through their accomplishments. It provides one possible societal basis for supporting education. Simultaneously, it provides one clearly recognizable reason for engaging in education on the part of both educators and students. It emphasizes the goal of education, as preparation for work, in ways that neither demean nor detract from other worthy goals of education. It is a concept which, while obviously encompassing economic man, goes beyond this to the broader aspects of productivity in one's total life style - including leisure time.

As such, it serves as a universally common answer that can be given to all who ask, "Why should I learn?" The fact that it may represent, for any given individual, neither the only answer nor necessarily the most important answer to this question is irrelevant to this claim for commonality.

Proposals for educational change made in response to any criticism or combination of criticisms cited above can all be accomplished through use of the concept of work. It accomodates the productivity goals of society in ways that emphasize the humanizing goals of American Education. It is this quality that lends credence to career education as a vehicle for educational reform.

A Generic Definition of Career Education

In a generic sense, the definition of "career education" must obviously be derived from definitions assigned the words "career" and "education". For purposes of seeking a generic definition for career education, these two words are defined as follows:

> "Career" is the totality of work one does in his or her lifetime.
>
> "Education" is defined as the totality of experiences through which one learns.

Based on these two definitions, "career education" is defined as follows:

> "Career education" is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living.

"Career", as defined here, is a developmental concept beginning in the very early years and continuing well into the retirement years. "Education", as defined here, obviously includes more than the formal educational system. Thus, this generic definition of career education is purposely intended to be of a very broad and encompassing nature. At the same time, it is intended to be considerably less than all of life or one's reasons for living.

Basic Concept Assumptions of Career Education

Based on the generic definition of career education and its rationale as cited above, the career education movement has embraced a number of basic concept assumptions. These assumptions include:

1. Since both one's career and one's education extend from the pre-school through the retirement years, career education must also span almost the entire life cycle.

2. The concept of productivity is central to the definition of work and so to the entire concept of career education.

3. Since "work" includes unpaid activities as well as paid employment, career education's concerns, in addition to its prime emphasis on paid employment, extend to the work of the student as a learner, to the growing numbers of volunteer workers in our society, to the work of the full-time homemaker, and to work activities in which one engages as part of leisure and/or recreational time.

4. The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping each individual answer the question "Why should I work?"

5. Both one's career and one's education are best viewed in a developmental, rather than in a fragmented, sense.

6. Career education is for all persons -- the young and the old; the mentally handicapped and the intellectually gifted; the poor and the wealthy; males and females, students in elementary schools and in the graduate colleges.

7. The societal objectives of career education are to help all individuals: a) want to work; b) acquire the skills necessary for work in these times; and c) engage in work that is satisfying to the individual and beneficial to society.

8. The individualistic goals of career education are to make work: a) possible, b) meaningful, and c) satisfying for each individual throughout his or her lifetime.

9. Protection of the individual's freedom to choose and assistance in making and implementing career decisions are of central concern to career education.

10. The expertise required for implementing career education is to be found in many parts of society and is not limited to those employed in formal education.

Taken as a whole, these ten concept assumptions can be viewed as representing a philosophical base for current career education efforts. Career education makes no pretense of picturing these assumptions as anything more than the simple beliefs that they represent. Certainly, each is debatable and none are yet sufficiently accepted so as to be regarded as educational truisms.

Programmatic Assumptions of Career Education

Operationally, career education programs have been initiated based on a combination of research evidence and pragmatic observations. While subject to change and/or modification based on further research efforts, the programmatic assumptions listed below are intended to serve as examples of the truth as we presently know it to be. Each is stated, in so far as possible, in the form of a testable hypothesis. By doing so, it is hoped that further research will be stimulated.

1. If students can see clear relationships between what they are being asked to learn in school and the world of work, they will be motivated to learn more in school.

2. There exists no single learning strategy that can be said to be best for all students. Some students will learn best by reading out of books for example, and others will learn best by combining reading with other kinds of learning activities. A comprehensive educational program should provide a series of alternative learning strategies and learning environments for students.

3. Basic academic skills, a personally meaningful set of work values, and good work habits represent adaptability tools needed by all persons who choose to work in today's rapidly changing occupational society.

4. Increasingly, entry into today's occupational society demands the possession of a specific set of vocational skills on the part of those who seek employment. Unskilled labor is less and less in demand.

5. Career development, as part of human development, begins in the pre-school years and continues into the retirement years. Its maturational patterns differ from individual to individual.

6. Work values, a part of one's personal value system, are developed, to a significant degree, during the elementary school years and are modifiable during those years.

7. Specific occupational choices represent only one of a number of kinds of choices involved in career development. They can be expected to increase in realism as one moves from childhood into adulthood and, to some degree, to be modifiable during most of one's adult years.

8. Occupational decision making is accomplished through the dynamic interaction of limiting and enhancing factors both within the individual and in his present and proposed environment. It is not, in any sense, something that can be viewed as a simple matching of individuals with jobs.

9. Occupational stereotyping currently acts to hinder full freedom of occupational choice for both females and for minority persons. These restrictions can be reduced, to some extent, through programmatic intervention strategies begun in the early childhood years.

10. Parent socio-economic status acts as a limitation on occupational choices considered by children. This limitation can be reduced, to a degree, by program intervention strategies begun in the early years.

11. A positive relationship exists between education and occupational competence, but the optimum amount and kind of education required as preparation for work varies greatly from occupation to occupation.

12. The same general strategies utilized in reducing worker alienation in industry can be used to reduce worker alienation among pupils and teachers in the classroom.

13. While some persons will find themselves able to meet their human needs for accomplishment through work in their place of paid employment, others will find it necessary to meet this need through work in which they engage during their leisure time.

14. Career decision making skills, job hunting skills, and job getting skills can be taught to and learned by almost all persons. Such skills, once learned, can be effectively used by individuals in enhancing their career development.

15. Excessive deprivation in any given aspect of human growth and development can lead to retardation of career development. Such deprivation will require special variations in career development programs for persons suffering such deprivation.

16. An effective means of helping individuals discover both who they are (in a self concept sense) and why they are (in a personal awareness sense) is through helping them discover their accomplishments that can come from the work that they do.

17. Parental attitudes toward work and toward education act as powerful influences on the career development of their children. Such parental attitudes are modifiable through programmatic intervention strategies.

18. The processes of occupational decision making and occupational preparation can be expected to be repeated more than once for most adults in today's society.

19. One's style of living is significantly influenced by occupations he or she engages in at various times in life.

20. Relationships between education and work can be made more meaningful to students through infusion into subject matter than if taught as a separate body of knowledge.

21. Education and work can increasingly be expected to be interwoven at various times in the lives of most individuals rather than occurring in a single sequential pattern.

22. Decisions individuals make about the work that they do are considerably broader and more encompassing in nature than are decisions made regarding the occupations in which they are employed.

23. Good work habits and positive attitudes toward work can be effectively taught to most individuals. Assimilation of such knowledge is most effective if begun in the early childhood years.

24. The basis on which work can become a personally meaningful part of one's life will vary greatly from individual to individual. No single approach can be expected to meet with universal success.

25. While economic return can almost always be expected to be a significant factor in decisions individuals make about occupations, it may not be a significant factor in many decisions individuals make about their total pattern of work.

This list is intended to be illustrative, rather than comprehensive, in nature. The prime point being illustrated is that, in formulating action plans for career education, we are not, even at this point in time, forced to operate out of complete ignorance. While much more research is obviously needed, it seems safe to say that we know enough right now to justify the organization and implementation of comprehensive career education programs. The call for educational reform to which career education seeks to respond, does not have to wait for futher research before it can begin to be answered. Further research is badly needed, but we need not and should not wait until such research is completed before undertaking the installation of career education programs.

Career Education Tasks: Initial Implementation

To the greatest extent possible, initiation of comprehensive career education programs should be undertaken utilizing existing personnel and existing physical facilities. The assumption of new roles, on the part of some staff members, can be accomplished in most educational systems with no serious loss in total institutional productivity. While the emphasis and methodology will vary considerably from one educational level to another (e.g., the emphasis on vocational education will be minimal at the elementary school level and the emphasis on the Home and Family component will be minimal at the adult education level), the following kinds of tasks are essential for initial implementation of a comprehensive career education effort.

A. All classroom teachers will:

1. Devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.
2. Utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.
3. Help pupils acquire and utilize good work habits.
4. Help pupils develop, clarify, and assimilate personally meaningful sets of work values.
5. Integrate, to the fullest extent possible, the programmatic assumptions of career education into their instructional activities and teacher-pupil relationships.

B. In addition to A above, some teachers will be charged with:

1. Providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society.
2. Helping students acquire job-seeking and job-getting skills.

3. Participating in the job-placement process.

4. Helping students acquire decision-making skills.

C. The business-labor-industry community will:

1. Provide observational, work experience, and work-study opportunities for students and for those who educate students (teachers, counselors, and school administrators).

2. Serve as career development resource personnel for teachers, counselors, and students.

3. Participate in part-time and full-time job placement programs.

4. Participate actively and positively in programs designed to lead to reduction in worker alienation.

5. Participate in career education policy formulation.

D. Counseling and guidance personnel will:

1. Help classroom teachers implement career education in the classroom.

2. Serve, usually with other educational personnel, as liaison contacts between the school and the business-industry-labor community.

3. Serve, usually with other educational personnel, in implementing career education concepts within the home and family structure.

4. Help students in the total career development process, including the making and implementation of career decisions.

5. Participate in part-time and full-time job placement programs and in followup studies of former students.

E. The home and family members where pupils reside will:

1. Help pupils acquire and practice good work habits.

2. Emphasize development of positive work values and attitudes toward work.

3. Maximize, to the fullest extent possible, career development options and opportunities for themselves and for their children.

F. Educational administrators and school boards will:

1. Emphasize career education as a priority goal.
2. Provide leadership and direction to the career education program.
3. Involve the widest possible community participation in career education policy decision making.
4. Provide the time, materials, and finances required for implementing the career education program.
5. Initiate curriculum revision designed to integrate academic, general, and vocational education into an expanded set of educational opportunities available to all students.

Until and unless all of the tasks specified above are being carried out, the initial implementation of a comprehensive career education program cannot be said to have taken place. While bits and pieces of career education are obvious in many educational systems at the present time, very few can be said to have fully implemented these initial tasks. American education cannot be said to have responded to the demands for educational reform by simply endorsing the career education concept. Only when action programs have been initiated can we truly say a response has been made.

Learner Outcomes For Career Education

Like the career education tasks outlined above, specific learner outcomes for career education will vary, in emphasis, from one educational level to another. For purposes of forming a broad basis for evaluating the effectiveness of career education efforts, a listing of developmental outcome goals is essential. In this sense, career education seeks to produce school leavers (at any age and at any level) who are:

1. Competent in the basic academic skills required for adaptability in our rapidly changing society.
2. Equipped with good work habits.
3. Capable of choosing and who have chosen a personally meaningful set of work values that lead them to possess a desire to work.

4. Equipped with career decision making skills, job hunting skills, and job getting skills.

5. Equipped with vocational personal skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.

6. Equipped with career decisions that they have made based on the widest possible set of data concerning themselves and their educational-vocational opportunities.

7. Aware of means available to them for continuing and recurrent education once they have left the formal systems of schooling.

8. Successful in being placed in a paid occupation, in further education, or in a vocation that is consistent with their current career education.

9. Successful in incorporating work values into their total personal value structure in such a way that they are able to choose what, for them, is a desirable lifestyle.

It is important to note that these learner outcome goals are intended to be applied to persons leaving the formal educational system for the world of work. They are not intended to be applicable whenever the person leaves a particular school. For some persons, then, these goals become applicable when they leave the secondary school. For others, it will be when they have left post high school occupational education programs. For still others, these goals need not be applied, in toto, until they have left a college or university setting. Thus, the applicability of these learner outcome goals will vary from individual to individual as well as from one level of education to another. This is consistent with the developmental nature, and the basic assumption of individual differences, inherent in the concept of career education.

Basic Educational Changes Championed by Career Education

The actions of students, educational personnel, parents, and members of the business-industry-labor community, no matter how well-intentioned, cannot bring about educational reform so long as the basic policies of American education remain unchanged. None of the basic educational policy changes advocated by career education are either new or untested. Yet, none has as yet become common practice in a majority of educational systems. No one of these changes can or should come quickly. Each will require considerable study, debate, and public acceptance prior to its initiation. In spite of the obvious difficulties and dangers involved the following basic educational policy changes are each championed by the career education movement:

1. Substantial increases in the quantity, quality and variety of vocational education offerings at the secondary school level and of occupational education offerings at the post-secondary school level.
2. Increases in the number and variety of educational course options available to students with a de-emphasis on the presence of clearly differentiated college preparatory, general education, and vocational education curricula at the secondary school level.
3. The installation of performance evaluation, as an alternative to the strict time requirements imposed by the traditional Carnegie unit, as a means of assessing and certifying educational accomplishment.
4. The installation of systems for granting educational credit for learning that takes place outside the walls of the school.
5. Increasing use of non-certificated personnel from the business-industry-labor community as educational resource persons in the educational system's total instructional program.
6. The creation of an open entry-open exit educational system that allows students to combine schooling with work in ways that fit their needs and educational motivations.
7. Substantial increases in programs of adult and recurrent education as a responsibility of the public school educational system.
8. Creation of the year-round public school system that provides multiple points during any twelve-month period in which students will leave the educational system.
9. Major overhaul of teacher education programs and graduate programs in education aimed at incorporating the career education concepts, skills and methodologies.
10. Substantial increases in the career guidance, counseling, placement, and followup functions as parts of American education.
11. Substantial increases in program and schedule flexibility that allow classroom teachers, at all levels, greater autonomy and freedom to choose educational strategies and devise methods and materials they determine to be effective in increasing pupil achievement.

12. Increased utilization of educational technology for gathering, processing and disseminating knowledge required in the teaching-learning process.

13. Increases in participation in educational policy making on the part of students, teachers, parents, and members of the business-industry-labor community.

14. Increases in participation, on the part of formal education, in comprehensive community educational and human services efforts.

There are three basic implications inherent in the kinds of educational changes cited here which must be made very explicit.

First, we are saying that while initial implementation of career education programs will be relatively inexpensive, total educational reform is going to be expensive. No matter how much current educational budgets are re-aligned, there is no way that this total reform can be carried out with current sums now being expended for the public school and public higher education systems.

Second, we are saying that a substantial portion of the additional funds required could be found in current remedial and alternative educational systems that, supported with tax dollars, now exist outside the structure of our public school system and our system of public post-secondary education. Career education represents a movement dedicated to avoiding the creation of a dual system of public education in the United States. A single comprehensive educational system will be both less expensive, in the long run, and more beneficial in meeting educational needs of all persons -- youth and adults -- in this society.

Third, we are saying that the days of educational isolationism are past. It is time that our formal educational system join forces with all other segments of the total society, including both community service agencies and the business-industry-labor community in a comprehensive effort to meet the varied and continuing needs for education on the part of both youth and adults. Rather than either complaining about or competing with other kinds of educational opportunities, all must collaborate in providing appropriate educational opportunities for all citizens.

Unless these kinds of long range educational reforms are made a basic part of the career education strategy, it is unlikely that the kinds of criticisms that led to establishment of career education will be effectively answered.

Concluding Remarks

As a response to a call for educational reform, career education has operated as a paper priority of American Education for the last three years. During this period, it has demonstrated its acceptability, as a direction for change, to both educators and to the general public. Its widespread application to all of American Education has not yet taken place. If successful efforts in this direction can now be made, the result should be complete integration of career education concepts into the total fabric of all American Education. When this has been accomplished, the result should be abandonment of the term "Career Education" and adoption of some other major direction for educational change. The call for educational reform to which career education seeks to respond, is still strong and persistent across the land. That call can no longer be ignored. Career Education stands ready to serve as a vehicle for answering the call. It is time that this vehicle be used.

TEN CRITICAL AREAS OF CONCERN IN CAREER EDUCATION

Introduction

Ten critical areas of career education are explored in the following pages. These summaries are intended to be used as a discussion base for various groups interested in the concept and its implementation. The questions related to each area are: What is the desirability, practical probability, and practical limitations of each?

1. The concept of the awareness of self through work.
2. The concept of career orientation for all students.
3. The idea of career exploration as a part of the school program in career education.
4. The idea that one's career has importance to the individual and society is manifest in a variety of ways.
5. The idea of career preparation includes some basic cognitive, affective, and psychomotor skills desirable for all adults and specific skills necessary to satisfy the requirements of specific careers.
6. The idea that career education allows a different grading philosophy in our schools.
7. The concept that a teacher test the content he/she is teaching in a reality situation with human beings to determine its worth and value.
8. The concept that career education splits minority population support. Low socio-economic minority see the changed valuing of reality-based competency (including doings and feelings as well as school-related thinking for "success") as their chance to succeed. Highly educated "arrived" minority suspect that career education is just renaming all the rotten jobs to create the illusion of a better deal for minorities while at the same time keeping them down.
9. The interpretation of the concept by spokesmen range from content-based philosophy (career education is teaching about the world of work) to process-based philosophy (career education offers a human reality-based identity endeavor to test out and reflect the worth and value of school content).
10. The idea that a mature career decision is the goal of career education.

Cliff E. Helling	Donald Johansen
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WHAT ARE THE DESIRABILITY, PRACTICAL PROBABILITY, AND PRACTICAL LIMITATIONS OF:

1. The concept of the awareness of self through work.

Basic Idea. It has been suggested that a person finds himself in his work, he recognizes others through their work, and he seeks relevance for his life through his work or he becomes dissatisfied. The concept is not new--the idea that a person reveals himself through what he does rather than what he says is ancient.

Assumptions

1. It is a fairly well accepted idea that a person becomes what he desires to be. Self image determines behavior. Students are influenced in their self image by what they believe others see them as being or becoming.

2. We all tend to categorize and generalize from our own experience. If the only time we see a service worker is with dirty hands and disagreeable menial tasks, we may easily generalize that another worker in a similar career is a dirty, disagreeable menial person.

3. Our attitudes are influenced by personal experience. Achievement can result in personal pride and the lack of achievement can cause one to view himself as a failure. Experiences can be managed to program achievement and success.

Problems

1. There is an unconscious attitude that equates play and fun on one end of a continuum and work and drudgery on the other. It is easy to reinforce this by exhorting children to "stop playing and get to work."

2. Most teachers have had little or no personal experience with positive accomplishment and achievement associated with physical types of work. Academic achievement has been associated with a counterpart for work. Pupils have been led to believe that if they do not apply themselves to academic pursuits they will probably have to "work for a living."

3. Homes, neighborhoods, schools, and entertainment places (where most kids spend the majority of their time) usually do not include people on the job working as they recognize it. Fathers and others "go somewhere" to do something called work.

4. The school, the school room, and the curriculum have not been designed to include work or workers. Any kid's connection to workers has to be applied.

If the concept is feasible, think of ways it can best be achieved in the classroom. (What major obstacles must be overcome?)

WHAT ARE THE DESIRABILITY, PRACTICAL PROBABILITY, AND PRACTICAL LIMITATIONS OF:

2. The concept of career orientation for all students.

Basic Idea. There are some facts or information about careers which are necessary to know if one is to make sound decisions concerning them. This may be called the body of content concerning career education. Orientation is introduction and background type information useful for preliminary discussions and decisions. Orientation concerns the nature of clusters or relationships of careers because of some common element such as things, ideas, and people. It also stressed interrelatedness and interdependencies in a nondiscriminatory manner.

Assumptions

1. Career education is important to everyone because everyone has or will have a career.

2. Everyone has a right to choose his own career according to his own interests, abilities, and motivation.

3. A person's career selection should be based on a realistic conception of all aspects of that career.

Problems

1. The task of presenting all aspects of 35,000 D.O.T. jobs is unreal.

2: Isn't the selection of jobs for a career a personal matter involving families and parents, not for a school to force early selection?

3. A choice made by an impressionistic teenager will reflect youthful attraction to glamour and not to solid businesslike needs of a family man.

4. Most teachers do not have backgrounds to provide information about careers for their students.

5. Isn't the curriculum already loaded and there is no time for additional subject matter?

If the concept is feasible, think of three ways it can best be implemented in the classroom. How would you overcome obstacles?

WHAT ARE THE DESIRABILITY, PRACTICALITY, AND PRACTICAL LIMITATIONS OF:

3. The idea of Career Exploration as a part of the school program in Career Education.

Basic Idea. The Career Exploration element in Career Education is intended to open career possibilities to the student not ordinarily found in his experience. It is difficult to visualize oneself performing in a career in which one has no personal experience, which is one reason so many people enter careers also held by their fathers or other close relative.

Assumptions

1. One of the most easily available methods of providing Career Exploration is to arrange for observation of people performing in a work setting. This is usually called a field trip and can be efficiently accomplished

in groups. The impressions gained through a field trip are often strong enough to be remembered in detail even years later. A career exploration field trip often focuses on the people who are observed.

2. The conversations relating to a career, whether it is at the place of work, in a field trip or in the classroom through a career resource person, is a career interview. A career interview which concentrates on background, preparation, skills, likes, dislikes, opportunities, etc., is a way of exploring a career.

3. Actual work experience is vital to older students and people seriously considering a life career. Some careers require a certain number of years as an intern or apprentice. People in that career think that some skills must be learned on the job in an actual work setting under the guidance of another experienced worker. Teaching, medicine, plumbing, and clergy are some of these. Other benefits from work experience have universal value such as learning punctuality, dependability, consistency, feelings of worth, etc.

4. One benefit from Career Exploration is to discover the educational avenues leading to a certain career. This can be a big factor in making school subject matter take on an added importance. In other cases discovering education avenues gives academic goals more meaning. For example, a student may discover that a health worker uses information learned in science and also that a high school diploma is required to enter a technical course at a vocational school in order to qualify as an X-ray technician.

Problems

1. Arranging for a field trip which has meaning is not easy. It is time consuming and costly. It is often difficult to get permission from the right people and sometimes they are not aware of the purpose which in turn causes a waste of time and energy.

2. Not all careers lend themselves to meaningful observation. Many business and clerical careers have little visual impact. What benefits can one expect from watching a group of people sitting and working at desks in an office?

3. Work experience in an unskilled field has little to do with a highly skilled or professional career in the same field; e.g., an orderly at a hospital and a surgeon work at the same place, but it is not possible to get a feeling for one job by looking at the other.

4. Educational avenues are based on past experience and are rooted in history. Many of today's youngsters will be employed in careers that have not been invented today. Career observation and worker interviews are impossible in cases where the educational avenue has not been set.

If the idea above seems reasonable, how do you think it can best be achieved? How can the problems be overcome?

WHAT ARE THE DESIRABILITY, PRACTICAL PROBABILITY, AND PRACTICAL LIMITATIONS OF:

4. The idea that one's career has importance to the individual and society is manifest in a variety of ways.

Basic Idea. The continuation of our modern society as we know it seems to imply that a number of relationships in the division of labor, the interrelatedness of production, and the interdependence of services are necessary. Our institutions, organizations, and indeed our economy itself depend on members of society making productive contributions for its survival. A complicated system of money exchanges and economic theories are involved; but basically the need for society's members to produce goods and services is recognized.

Individually a person needs money to operate in society and most people have to work in some manner for that money. Beyond the money which is required for necessities to support life, the amount of money and the manner in which it is earned determines ones life style if not the quality of life itself.

Assumptions

1. The continuation of our economic system as we know it is desirable. Each member of society contributes to that system in an intricately interrelated manner while at the same time supporting several levels of government through taxes. The complexity of the system is not necessary to examine here but it is important to note that a person's career has implications for an entire society. This is true in such non-personal indicators as gross national product, national debt, supplies of food and fibre, and our fossil fuel resources.

2. Individually the importance of one's career is illustrated by the amount of money one earns, thus determining his life style. Some people suggest that a person's career is a primary determinant in one's self awareness and esteem. I have heard people rather apologetically reply, "I am just a teacher"; however I've never heard anyone ashamedly announce, "I am only a Superintendent," or "University Professor," or "heart surgeon." On the reverse side, it seems the self esteem one brings to his career is reflected in the quality of performance. Some custodians take a great deal of pride in their work and it shows.

3. Some psychologists theorize that a healthy person needs to realize some accomplishment in his career if he is to gain satisfaction in his life. This means a person needs to understand how he is making a positive contribution in a worthwhile effort. A career can supply this need; however, some people find it in other places like volunteer work. It is a happy circumstance when a person finds this feeling of worth in his job.

Problems

1. Some people look at work as a necessary evil. They think we all have to do things we don't like and kids may as well learn early that they are going to have to work hard for what they get. "There is no free lunch."

2. Our economic system seems to be based on resource depleting and energy consuming production of more and more goods. Doesn't career education

merely support that concept which is heading for our own destruction?

3. Some people are destined to be captains and others to be crew, in fact our entire society is based on that concept. Career education sounds as if people could do anything they want.

If the idea above seems reasonable, how do you think it can best be achieved? How can the problems be overcome?

WHAT ARE THE DESIRABILITY, PRACTICAL PROBABILITY, AND PRACTICAL LIMITATIONS OF:

5. The idea of career preparation includes some basic cognitive, affective, and psychomotor skills desirable for all adults and specific skills necessary to satisfy the requirements of specific careers.

Basic Idea

Career preparation is generally those basic skills of general education such as communication skills in reading, speaking, writing, and listening in an appropriately effective manner. While it is readily agreed that the same degree of proficiency is not needed by all people in their adult pursuits, agreement is possible that a functioning adult member of society needs to be academically independent with regard to basic communication and arithmetic abilities. These academic skills underlie all future career preparation and successful interaction with society on or off the job. Specific skills related to a specific occupation are generally termed vocational and are easily identified for every occupation. The worker in medicine, religion, law, music, recreation, etc., all have cognitive, affective, and psychomotor skills peculiar to that job. The preparation for that job, whether it is obtained in a university or on-the-job is properly termed vocational education.

Assumptions

1. The achievement of basic educational skills, including the three R's as well as social consciousness, is to be considered the highest priority for elementary education. A sound basic education is still the basis for building a sound education in any career area.

2. The activities of career education, which may be carefully selected to coordinate with basic skills while appealing to the natural interests of students, can enhance the teaching of basic skills. The demonstration of the use of basic skills in selected careers can be the reality relationships which children want to connect school with the world.

3. Specific skills for specific jobs (vocational) are always based on a sound basic skill performance, i.e. scientist, mechanic, farmer, or stockbroker all need special mathematical skills related to their occupations, but rely on the same arithmetic skills learned in primary school on which to operate in their highly technical fields.

Problems

1. It is a natural reaction for a teacher to recognize the enormous

responsibility of teaching the basic skills to the extent other things take a secondary position. Some teachers who tend to overreact to this responsibility begin to think they have no time for anything but development of the basic skills.

2. It has been suggested that the introduction of relationships of skills used by a person in his career is the next thing to "vocational education"; something which should not be studied in the elementary school.

3. Suggesting that students study their own abilities, interests, and capabilities and pursue a career avenue leading to a compatible career somehow suggests "undemocratic" tracking to some people, i.e., the "rich get richer and the poor get poorer." The problem is real because of limited experiences of groups of people.

If the concept is feasible, think of ways it can best be achieved in the classroom. (What major obstacles must be overcome?)

WHAT ARE THE DESIRABILITY, PRACTICAL PROBABILITY, AND PRACTICAL LIMITATIONS OF:

6. The idea that career education allows a different grading philosophy in our schools.

Assumptions

1. Teachers judge excellence on academic endeavor, for it is what they understand best and what they use in teaching "their" subject.

2. Humans rely on competency in "doing" and "feeling" as much as thinking in trying to achieve happy, productive lives.

3. The integration of human interpretation to subject content (through career education, students get in touch with real people in real situations and doing endeavors) will force teachers and students to recognize other values and skills besides those taught in school.

4. If subject content were explored (and learned) with use of psychomotor, affective, and cognitive involvement arranged by teachers, all students could experience positive success in one or a combination of the above domains and yet still be informed of his/her individual differences.

Problems

1. Teachers teach the way they were taught in K-12 and in college. How can colleges change their preparation?

2. Teachers value what they know best and were best in -- how can we provide for them to value other competencies?

3. Some doing and feeling involvements can not be "graded" in the sense of competition. They maybe done to provide the student with information on his self-development. What does that do to our neat grading system?

4. Parents demand "marks."

5. Administrators demand "marks."

6. Students demand marks (because we have brainwashed them into using grades as indicators of worth). How about getting an F as a worth indicator?

7. Some educators believe that success education (building on strengths) is wrong and students must "fail" to learn their individual differences.

Is it possible to turn the process of evaluation around to be positive and student-centered?

WHAT ARE THF DESIRABILITY, PRACTICAL PROBABILITY, AND PRACTICAL LIMITATIONS OF:

7. The concept that a teacher test the content he/she is teaching in a reality situation with human beings to determine its worth and value.

Assumptions

1. It is assumed by parents that teachers are teaching students what they ought to know to get along in the world.

2. It is assumed by teachers that they know best how and what to interpret into life skills from the vast store of human knowledge.

3. It is not assumed by students that teachers or parents interpret reality better than they are able to.

4. It is assumed by professors that the content they transmit to prospective teachers is valid for whatever purpose either the professor intended or the teachers interpret it for.

5. Everybody assumes that somehow all this has some check on process or product -- it doesn't.

Problems

1. It is difficult to schedule community involvement without disrupting school schedules.

2. No one in the school is responsible for the evaluation of content in reality terms. Someone may try to evaluate in terms of lesson plans, discipline problems, or test results, but these are all "internal" criteria.

3. Teachers are safe to do what they please; why subject themselves to checks and evaluation that may change curriculum and technique?

4. Some teachers are frustrated that the other teachers or the organization is unwilling to change. They may see this as a viable means to change toward student need and distrupt the system in the process.

5. The community does not understand its role in this endeavor unless it is carefully planned.

6. Teachers often cannot cope with feedback from reality that contradicts their perception of reality.

Career education offers the vehicle for getting in touch with people in reality situations and reflecting their interpretation of value relating to various school endeavors. Do educators dare to use it?

WHAT ARE THE DESIRABILITY, PRACTICAL PROBABILITY, AND PRACTICAL LIMITATIONS OF:

8. The concept that career eduation splits minority population support. Low socio-economic minority see the changed valuing of reality-based competency (including doings and feelings as well as school-related thinkings for "success") as their chance to succeed. Highly educated "arrived" minority suspect that career education is just renaming all the rotten jobs to create the illusion of a better deal for minorities while at the same time keeping them down.

Assumptions

1. The government may assume the idea is catching on. (It's your guess what their hidden agenda is.)

2. The minority population seems split on the worth of the trend.

3. Most advocates of the concept of career education seem to ignore the situation.

Problems

1. Is it an advantage to minorities either way?

2. What quarter is support most needed from?

3. What has career education done so far?

WHAT ARE THE DEISRABILITY, PRACTICAL PROBABILITY, AND PRACTICAL LIMITATIONS OF:

9. The interpretation of the concept by spokesmen ranging from content-based philosophy (career education is teaching about the world of work) to process-based philosophy (career education offers a human reality-based identity endeavor to test out and reflect the worth and value of school content).

Assumptions

1. The content-based people feel that the integration of world of work examples into curriculum will give students many alternatives and a great deal of data to deal with the career decision-making process. It also makes content relevant to what they are going to do someday.

2. The process-based people acknowledge the data and facts as important elements but stress that identity of individuals depends upon what they do totally. This includes work they are paid money for as well as things they do for psychological reward. They stress positive success experiences with human beings and see career education as an avenue to humanize content as well as test its worth in reality settings. They may say that people in careers offer a reality framework to teach human development and its accompanying life skills.

Problems

1. This causes confusion across the United States, in districts, and between individuals.

2. The content-based people come off well with vocational educators for some even equate vocational education and career education.

3. The process-based people have trouble communicating what they are talking about. Most teachers relate to specific data rather than philosophic discussion, especially where there is limited time to devote to in-service.

4. Materials that are developed are not uniform, nor can they be used by all.

5. A split movement splits its support.

Should we move one way or the other or is there a happy middle ground?

WHAT ARE THE DESIRABILITY, PRACTICAL PROBABILITY, AND PRACTICAL LIMITATIONS OF:

10. The ideas that a mature career decision is the goal of career education.

Basic Idea. A mature career decision is one that is made by a person taking into account his own ability, interests, capacities (cognitive, affective, psychomotor), and the reality of the world of work. It is hoped that this mature career decision be made at the most advantageous time for an individual. This requires a thorough understanding of the preparation process in the career cluster of one's interest. At an early age a child may recognize he is interested in the medical services cluster. As he discovers more about this field, explores work in the field, examines requirements for jobs, etc., he will make more and more definititve career decisions at succeeding steps in his preparation. This is in contrast to the youngster who "wants to be a ______." Quite often the "I want to be a __________" statement is based on what is considered to be a glamorous job and unfortunately sometimes the work is disappointing.

Assumptions

1. A mature career decision is based on knowing one's self -- as far as one's ability. It is dishonest to encourage a student to strive beyond his ability to achieve. This leads to disappointment. It is useful to have high ideals and lofty goals, but they need to be real, or when the truth of limitations is realized a great disappointment will follow.

2. Interests in careers can take the form of interest in the product or service involved in the career, interest in the relationship with other people involved, and/or interest in the ideas or concepts involved in the career. For example, on a scale of 1 through 3 a railroad engineer might rate 3 on interest in railroads, 1 on interest in people, and 1 on concepts; while a minister might rate 3 on service, 3 on relationships, and 3 on concepts; a city bus driver might rate 2 on product, 2 on popele relationship, and 1 on concepts.

3. The psychomotor requirements of a career must be compatible with one's capacities or a rude awkaening is in store for anyone making an immature career decsion. A person who has some physical desirability must take that into account. A job requiring certain types of manual dexterity or physical stamina needs to employ people with commensurate capacity. A mature career decision takes this into consideration.

4. The present and future market in a career is vital to decision making. A future farrier must realize how many horses require shoeing. A potential teacher should understand how the declining birth rate is affecting teaching positions. At the same time a decision should take into account that new careers are opening all the time. By the year 2000, two-thirds of today's kindergarten students will fill jobs not in existence today according to the United States Department of Labor.

5. The ability to make decisions is developed from gaining experience in the practice of making decisions. In the elementary school this takes the form of recognizing one's values. Valuing need not be prescriptive. In fact the practic of recognizing vlaues and examining why we hold them is the clarification needed to produce a skilled mature decision maker.

Problems

1. A career decision sounds as if it is undemocratic to some people. They rebel against anything that puts people into categories. They revolt against "tracks" and they believe "anyone has the opportunity to pursue any career."

2. The task of mature career decision making is so awesome that we can't begin to deal with it properly and so it is better left to the guidance department and parents or some later time in high school.

If the idea above seems reasonable, how do you think it can best be achieved? How can the problems be overcome?

CAREER EDUCATION...IS

"...a broad approach to education..."

"...broader than vocational education; and is for all learners, regardless of age, sex, race, or educational goals..."

"...a modification and combination of the most successful educational practices presently in use..."

"...inclusive of all kinds of careers, salaried and non-salaried, full-time and part-time..."

"...compatible with all educational goals..."

"...an emphasis on applied vs. descriptive learning, i.e., active rather than passive learning..."

"...useful with all types of teaching techniques and circumstances..."

"...an approach to motivate learners and increase achievement..."

"...geared to imparting social, psychological, educational, economic, and manual skills..."

"...aimed at the continuing development of each individual through lifelong educational experiences..."

"...a link between education and the real world..."

"...based on self-awareness and awareness of the environment..."

"...experiences about living, learning, thinking, deciding and adapting..."

"...education which can be applied throughout life in a variety of circumstances..."

"...an open system that handles dropouts, re-entries, placement and follow-up ..."

J. Davis
Robbinsdale Schools

CAREER EDUCATION...IS NOT

"...a way of eliminating or changing all that has been included in academic areas..."

"...simply vocational education in a new package..."

"...every teacher, in every class, relating every subject to careers..."

"...a negation of traditional educational objectives..."

"...just for students in junior high or high school..."

"...a new way to discriminate against minorities..."

"...just for students who don't plan on going to college..."

"...a course, or a series of courses..."

"...a subject to be taught..."

"...limited to teaching salable skills..."

"...only for the disadvantaged..."

"...primarily for developing manpower..."

"...a complete change from present educational practices..."

"...the solution to all our educational problems..."

"...aimed only at paid work..."

"...an elimination of specialized educational or guidance services..."

"...restricted to any one teaching technique..."

"...anti-intellectual..."

"...exclusively education for economic objectives..."

J. Davis
Robbinsdale Schools

BASIC TENETS OF CAREER EDUCATION

1. Career education is a comprehensive educational program focused on the world of work. It begins with the entry of the child into a formal school program and continues into the adult years.

2. Career education is appropriate for all students, regardless of their post-secondary goals.

3. Career education is appropriate for the entire school program in interaction with the resources of the community.

4. Career education should be infused in the school curriculum rather than providing discrete, high-profile career education blocks forced into the curriculum.

5. Career education provides a vehicle for reaching all students and for valuing student efforts in the cognitive, psychomotor, and affective domains.

6. Career education can unite the student, parents, schools, community, and employer in a cooperative education venture.

7. Career education provides the student with information and experiences representing the entire world of work.

8. Career education supports the student from initial career awareness, through career exploration, career decision making, career preparation, and career placement, and provides for follow-through and re-education, if desired.

9. Career education is broader than vocational education; but vocational preparation is an integral and important part of a total career education system.

Jerry Davis, Career Education
Robbinsdale Schools

CAREER EDUCATION ELEMENTS

1. SELF AWARENESS -- The knowledge of self that will enable an individual to make decisions.

   The ability to:
   - describe one's own current abilities and limitations
   - relate one's interests, aptitudes, and achievement to the realization of one's career aspirations
   - use and understand the concept of "role"
   - understand and accept uniqueness of self and past and future change
   - understand the relation of self to values
   - understand the environmental forces which shape one's development
   - understand the importance of self goals based on self-knowledge
   - describe one's own current interests and values

2. EDUCATIONAL AWARENESS -- The relationship of education to one's career and life roles.

   The ability to:
   - understand that learning occurs in and out of school
   - recognize education as part of total career education
   - realize different careers need different kinds of educational preparation
   - recognize education as the primary means for achieving life goals
   - recognize the building process in education and its implications on career decisions

3. CAREER AWARENESS -- understanding of the characteristics of the world of work that determine one's life career decisions.

   The ability to:
   - understand the variety and complexity of careers
   - identify preparation characteristics for various careers
   - understand the relationship of careers to social goals, functions, and needs
   - understand the relationship of one's career to one's life style
   - view careers from a non-sexist, non-traditional stance
   - understand that career involves progressive stages of preparation

4. ECONOMIC AWARENESS -- Relationship of the economic processes in the environment to one's life career decisions.

   The ability to:
   - relate one's career roles to one's lifestyle and personal economics
   - recognize the social and economic benefits of careers
   - recognize non-occupational means of acquiring wealth
   - relate personal economic status to social economy

5. DECISION MAKING -- The skill of applying one's knowledge to a rational process of career choice.

The ability to:
- relate career goals to the process of making career decisions
- identify, gather, and apply information
- identify and select alternatives and use them in making decisions
- determine the potential for future success in one's chosen occupation

6. BEGINNING COMPETENCY AND SKILL AWARENESS -- Awareness and acquisition of the skills necessary in the performance of tasks related to one's career.

The ability to:
- implement planning and process skills such as the ability to identify objectives, specify resources, outline steps of action, perform the steps, and evaluate the action.
- identify tools required for tasks in business, industry, and commerce
- identify the interpersonal relationships involved in various career roles
- perform basic entry level tasks on a preparatory level
- acquire in-depth skills for entry into relevant occupation(s)

7. EMPLOYABILITY SKILLS -- Social and communication skills appropriate to career placement.

The ability to:
- understand the implications of working in independent, team, and supervised situations.
- relate one's interest and aptitude information to occupations
- understand basic work habits and attitudes necessary for entering occupations of one's interest

8. ATTITUDES AND APPRECIATIONS -- One's feeling towards the social and economic environment in relation to one's life roles.

The ability to:
- recognize one's responsibilities in accepting a job/task
- recognize the bases of work values
- recognize differences in the environment and the ability to be tolerant and flexible

J. Davis

MODELS OF CAREER EDUCATION

Several models of career education will be presented here. They are philosophically constructed plans for implementation of career education on some reasonable basis. They may be of great use in implementing and planning Phase III and IV and should be considered then. They are presented here in Phase II to lend graphic representation to the philosophy and definition of career education. Comparing Iowa models with various other plans may lend dimension to the reader's grasp of the concept.

Robbinsdale Area Schools

A MODEL TO IMPLEMENT CAREER EDUCATION

C. Helling

School districts are searching for a model to implement career education that avoids the problems inherent in the models up to now. Models used by states, schools, and USOE career education projects are for the purpose of giving continuity and direction to an entire project when perhaps only a part of it has begun. This causes a dilemna since the models to date all have philosophic problems and inconsistencies when they are examined relative to career education theory. The problem remains then: we need a model to provide for elimination of curriculm overlap, consistent evolution and integration of the concept, and understanding and communication with participating staff.

The model shown here has avoided the known problems thus far and, hopefully can still provide direction and understanding but allow for individual interpretation and accommodation. (See Figure 1.)

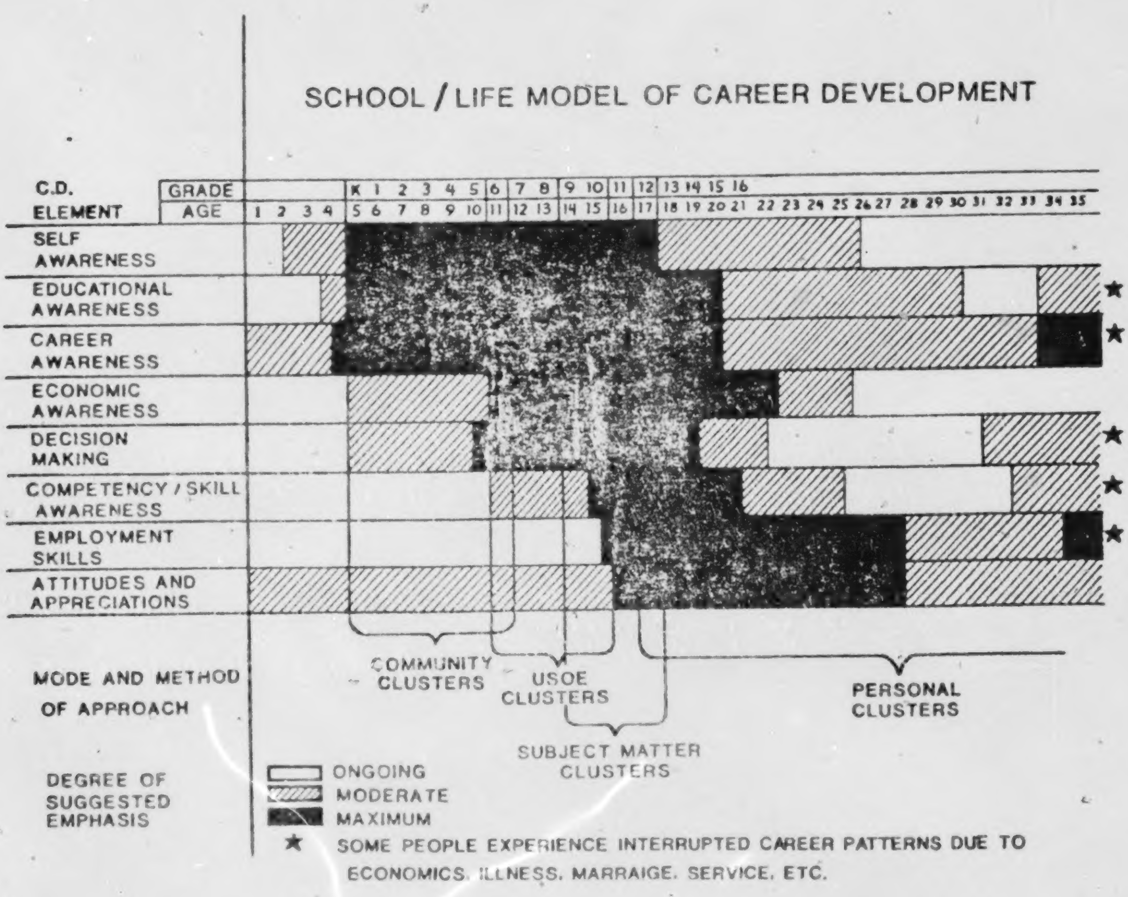


Figure 1

The eight elements listed to the left seem to represent the main factors considered in theories of career development and education. These elements represent scales of learning associated with the "process" definition and use of the term career education.

They are on a continuum so that the beginning point is represented by the term and the end point (a matter of personal definition) would occur somewhere along the timeline. For instance, self awareness as a factor or element may ideally end in self identity. Where on the continuum this would occur, we don't know. What we can suggest, however, would be the relative emphasis each element should receive as evidenced by teacher definition and student maturity.*

We, then, are not suggesting any goal except the general one contained as the semantic differential of the element.

This model contains four areas designated as "clusters." These are included to provide for continuity relating to the "content" of career education and to prevent needless overlap. As the "elements" are an index to the "process" of career education, the clusters define the parameters of working relationships with the "content" of career education. It is, in other words, a guide for the use of the world of work when dealing with the eight elements. The starred portion represents renewed emphasis in later life as circumstances dictate.

Brief explanations of the four "cluster" areas are:

1. Community Clusters

   Awareness and exploration activities as well as the humanizing functions of career education should utilize the community in the early years. To build upon familiar and comfortable involvements and people seems most logical for K - 6. The lower level jobs and concurrent life styles in perhaps four general areas located in most communities are recommended.

   A. Business/Manufacturing/Construction
   B. Environment/Agriculture/Science
   C. Public and Personal Service
   D. Health and Homemaking

2. USOE 15 Clusters

   A more formal approach to exploration utilizing the 15 clusters and the grouping related to federal and manpower data seems appropriate in about grades 6 - 10. There is no intention here to have students select a career or even a cluster that represents thousands of careers; rather, it is hoped they could become familiar with the clustering approach and overall "world of work" through these years.

3. Subject Matter Clustering

   This approach emphasizes the relationship of the subject of math, science, social studies, etc., to careers and life styles. In this way the content of careers is integrated with the "content" of the subject.

---

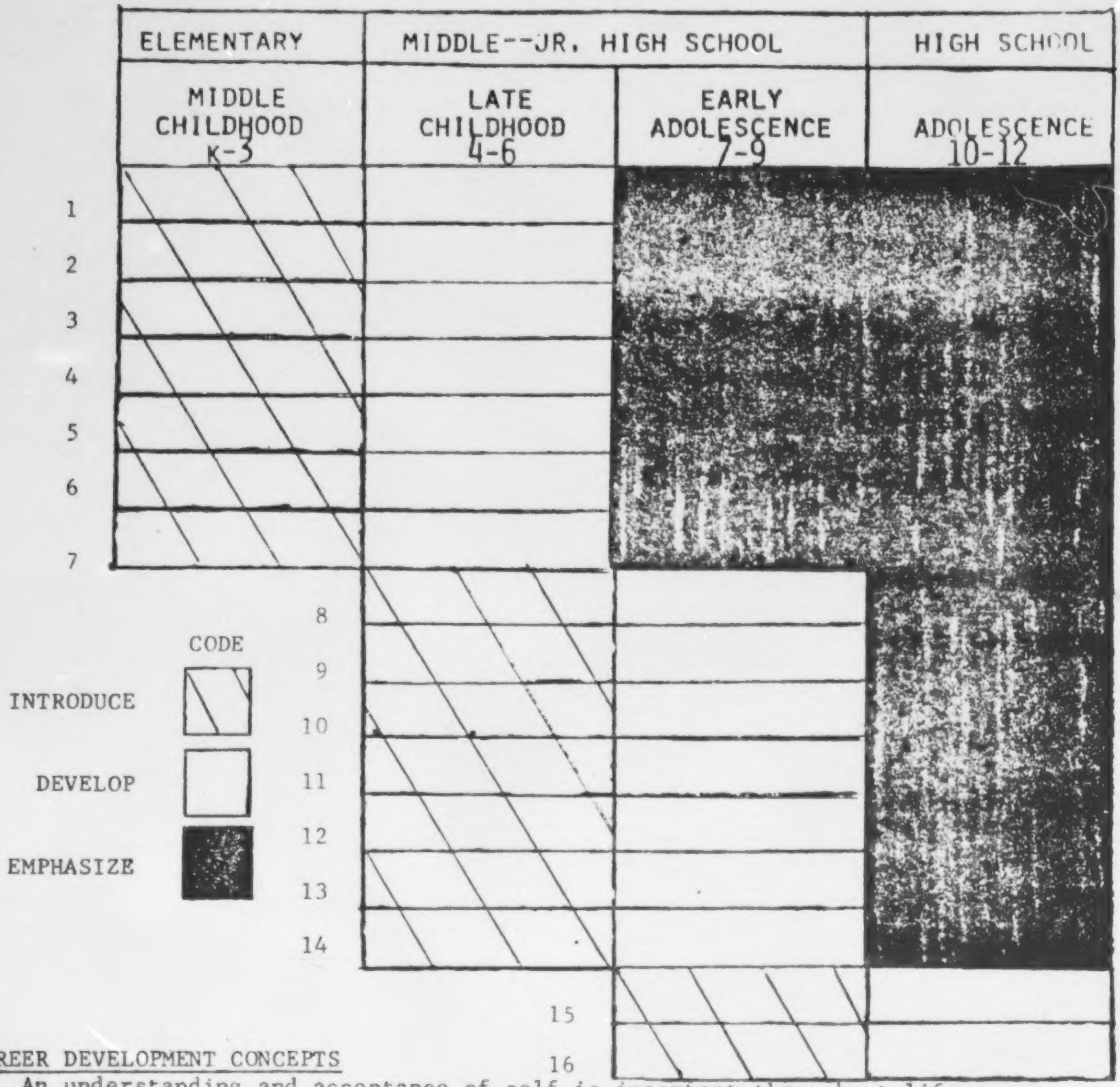
* A note on the suggested emphasis: It is felt that there is some personal ongoing level that never lessens. From that as a base point, interpret moderate and maximum on the chart for each individual involved.

4. Personal Clustering

This approach emphasizes the individual's capacity, interests, and opportunities. It may continue indefinitely, changing and rechanging, and may or may not overlap with the three previous systems. This process of developing a "personal" cluster of potential careers, probably begins very early in life. Little in terms of planning can be initiated until high school, however. It is for this reason that the graph lists only eleventh and twelfth grades for beginning involvement in this area. People in career education are frequently criticized for emphasizing "a job" at too early an age. While students may be forming ideas and attitides about "their" personal cluster from kindergarten on, we choose to list on the chart only the practical aspects of this clustering which may well involve interaction with parents, teachers, peers, and counselors.

WISCONSIN CAREER DEVELOPMENT SCOPE AND SEQUENCE MODEL

(Planning Device Example)



	ELEMENTARY	MIDDLE--JR. HIGH SCHOOL		HIGH SCHOOL
	MIDDLE CHILDHOOD K-3	LATE CHILDHOOD 4-6	EARLY ADOLESCENCE 7-9	ADOLESCENCE 10-12
1	▨	☐	■	■
2	▨	☐	■	■
3	▨	☐	■	■
4	▨	☐	■	■
5	▨	☐	■	■
6	▨	☐	■	■
7	▨	☐	■	■
8		▨	☐	■
9		▨	☐	■
10		▨	☐	■
11		▨	☐	■
12		▨	☐	■
13		▨	☐	■
14		▨	☐	■
15			▨	☐
16			▨	☐

CODE

INTRODUCE ▨

DEVELOP ☐

EMPHASIZE ■

CAREER DEVELOPMENT CONCEPTS

1. An understanding and acceptance of self is important throughout life.
2. Persons need to be recognized as having dignity and worth.
3. Occupations exist for a purpose.
4. There is a wide variety of careers which may be classified in several ways.
5. Work means different things to different people.
6. Education and work are interrelated.
7. Individuals differ in their interests, abilities, attitudes and values.
8. Occupational supply and demand has an impact on career planning.
9. Job specialization creates interdependency.
10. Environment and individual potential interact to influence career development.
11. Occupations and life styles are interrelated.
12. Individuals can learn to perform adequately in a variety of occupations.
13. Career development requires a continuous and sequential series of choices.
14. Various groups and institutions influence the nature and structure of work.
15. Individuals are responsible for their career planning.
16. Job characteristics and individuals must be flexible in a changing society.

PLANNING DEVICE EXAMPLE

BASIC CAREER EDUCATION ELEMENTS

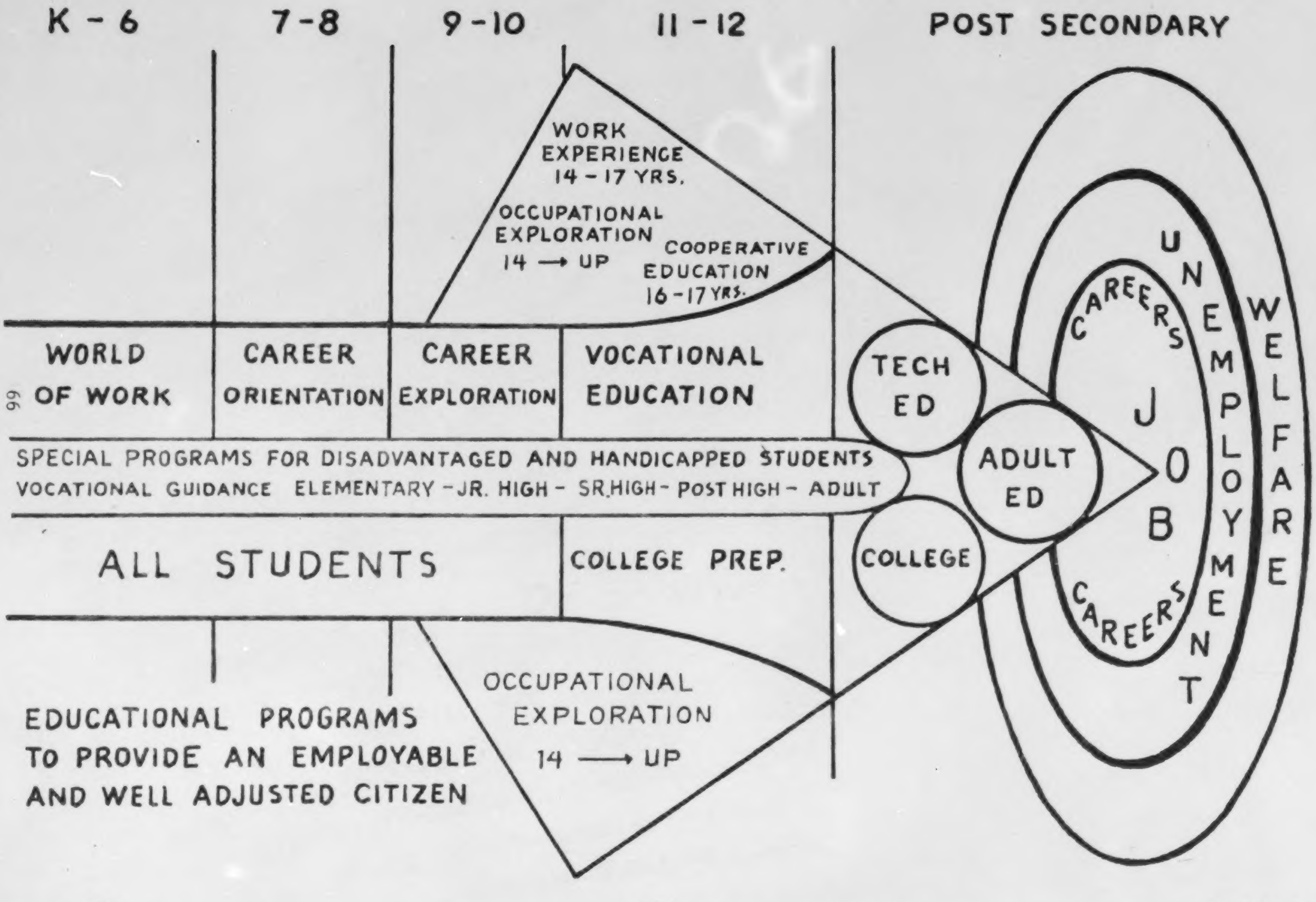
CAREER EDUCATION ELEMENTS	ELEMENT OUTCOMES
Career Awareness Knowledge of the total spectrum of careers	Career Identity Role or roles within the world of work
Self-Awareness Knowledge of the components that make up self	Self-Identity Know himself -- consistent value system
Appreciations, Attitudes Life roles -- feeling toward self and others in respect to society and economics	Self-Social Fulfillment Active work role Satisfying work role
Decision-making skills Applying information to rational processes to reach decisions	Career Decisions Career direction, has a plan for career development
Economic Awareness Perception of processes in production, distribution, and consumption	Economic Understanding Solve personal and social problems in an economic environment
Skill Awareness and Beginning Competence Skills -- ways in which man extends his behavior	Employment Skills Competence in performance of job-related tasks
Employability Skills Social and communication skills appropriate to career placement	Career Placement Employed in line with career development plan
Educational Awareness Perception of relationship between education and life roles	Educational Identity Ability to select educational avenues to develop career plans

Rodney Hale
South Washington County Schools
St. Paul, Minnesota

C. Helling
Robbinsdale Area Schools

GRADE LEVEL

CAREER DEVELOPMENT CONTINUUM


K - 6
7-8
9-10
11 - 12
POST SECONDARY
WORK EXPERIENCE 14 - 17 YRS.
OCCUPATIONAL EXPLORATION 14 → UP
COOPERATIVE EDUCATION 16 - 17 YRS.
WORLD OF WORK
CAREER ORIENTATION
CAREER EXPLORATION
VOCATIONAL EDUCATION
SPECIAL PROGRAMS FOR DISADVANTAGED AND HANDICAPPED STUDENTS
VOCATIONAL GUIDANCE ELEMENTARY - JR. HIGH - SR. HIGH - POST HIGH - ADULT
ALL STUDENTS
COLLEGE PREP.
TECH ED
ADULT ED
COLLEGE
OCCUPATIONAL EXPLORATION 14 → UP
JOB
CAREERS
CAREERS
UNEMPLOYMENT
WELFARE

EDUCATIONAL PROGRAMS TO PROVIDE AN EMPLOYABLE AND WELL ADJUSTED CITIZEN

(Planning Device Example)
Ohio Model

INDEPENDENT SCHOOL DISTRICT 281 ROBBINSDALE AREA SCHOOL

CAREER DEVELOPMENT CONCEPT PROGRAM

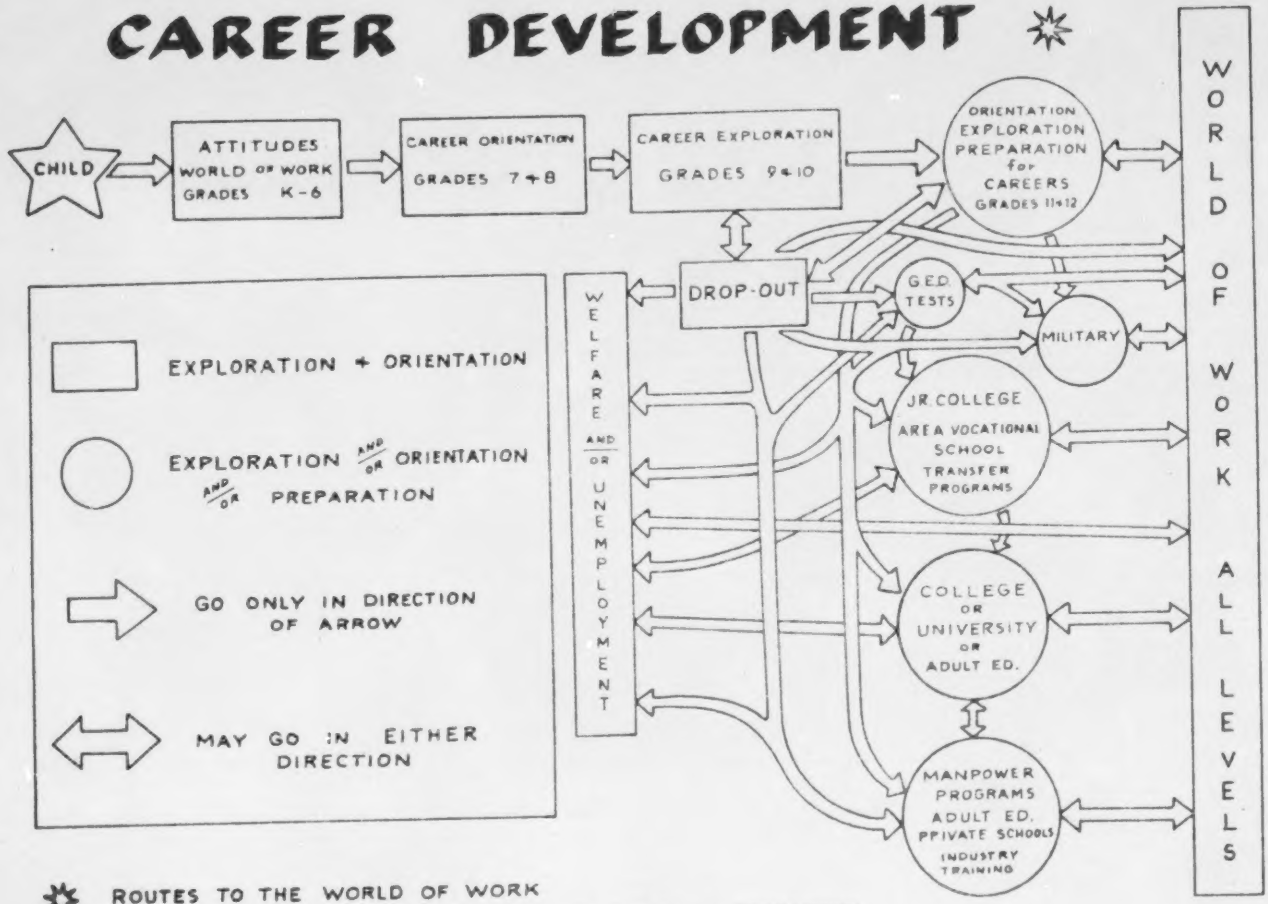
CORE ELEMENTS

UNITS, PROJECTS, INVOLVEMENTS, IDEAS, VALUES, CURRICULUM, ETC., THAT USE CAREER DEVELOPMENT CONCEPT PROCESSES (DEMONSTRATIVE OF SELF DEVELOPMENT) TO TEACH THE CONTENT OF MATH, SCIENCE, SOCIAL STUDIES, ART, BUSINESS, PHYSICAL EDUCATION, INDUSTRIAL ARTS, HOME ECONOMICS, COMMUNICATIONS, LANGUAGE, MUSIC, HUMANITIES, COOPERATIVE EDUCATION, DRAMA, SPECIAL EDUCATION, READING, ETC.

POSSIBLE SUPPORT SYSTEMS

COMMUNITY RESOURCE PROGRAM
FIELD TRIP ARRANGEMENTS
IN-SERVICE EDUCATION
CURRICULUM WRITING,
TEACHER EXPLORATION MATERIALS
LABS
RESOURCE CENTERS
CAREER DAYS PROGRAM
COUNSELORS' EXPLORATION PROGRAMS
COMMUNITY CAREER CENTER
LIAISON PROGRAMS:
  BUSINESS
  PARENTS
  COMMUNITY
  GOVERNMENT
GOVERNMENT AGENCIES
ETC.

PLANNING DEVICE EXAMPLE

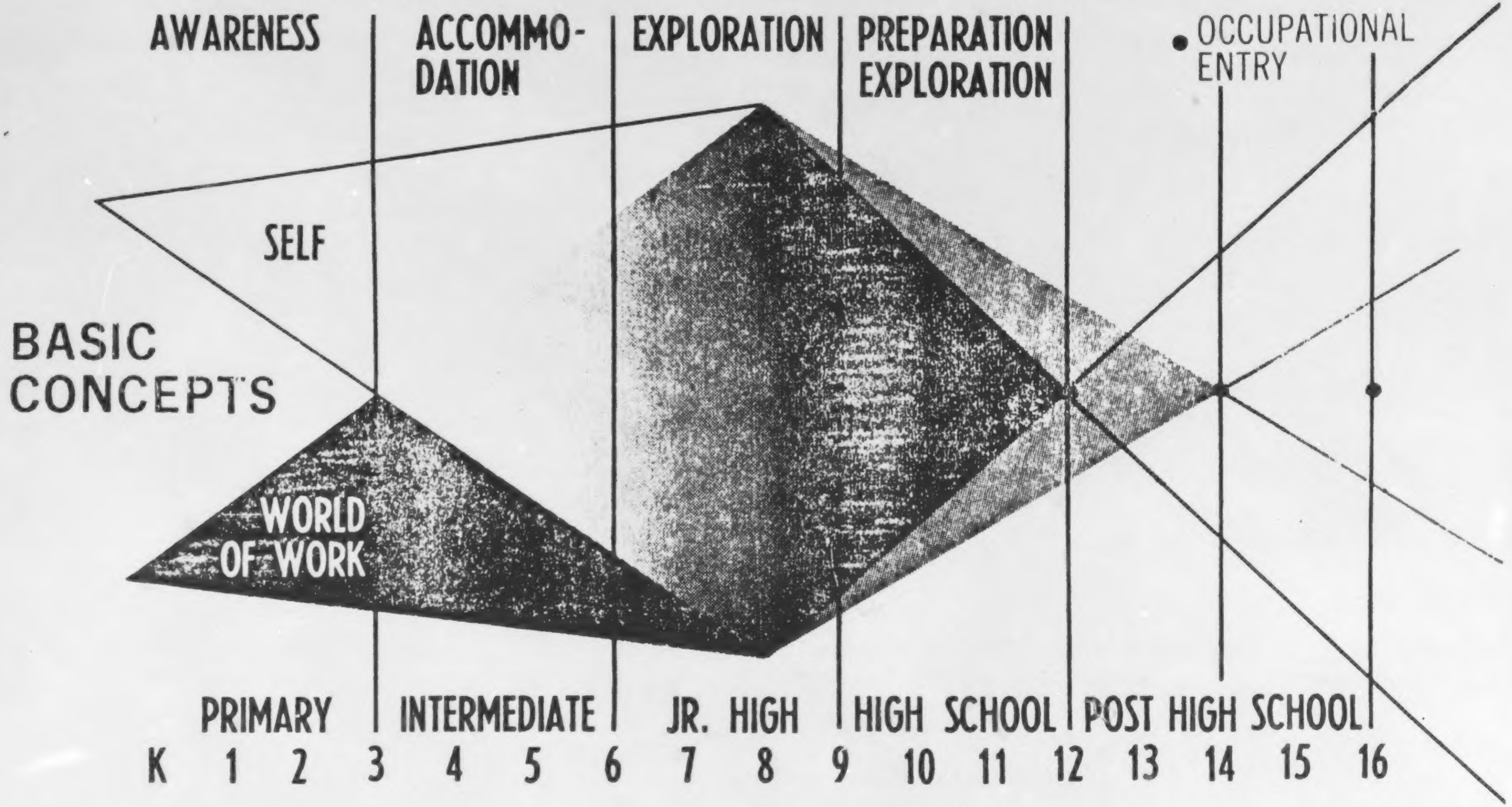

CAREER DEVELOPMENT ✲
CHILD
ATTITUDES WORLD OF WORK GRADES K-6
CAREER ORIENTATION GRADES 7+8
CAREER EXPLORATION GRADES 9+10
ORIENTATION EXPLORATION PREPARATION for CAREERS GRADES 11+12
WORLD OF WORK ALL LEVELS
DROP-OUT
WELFARE AND/OR UNEMPLOYMENT
G.E.D. TESTS
MILITARY
JR. COLLEGE AREA VOCATIONAL SCHOOL TRANSFER PROGRAMS
COLLEGE OR UNIVERSITY OR ADULT ED.
MANPOWER PROGRAMS ADULT ED. PRIVATE SCHOOLS INDUSTRY TRAINING
EXPLORATION + ORIENTATION
EXPLORATION AND/OR ORIENTATION AND/OR PREPARATION
GO ONLY IN DIRECTION OF ARROW
MAY GO IN EITHER DIRECTION

✲ ROUTES TO THE WORLD OF WORK
EDUCATION: ORIENTATION - EXPLORATION - PREPARATION - RETRAINING

Helling - Robbinsdale Schools

MODEL FOR CAREER DEVELOPMENT

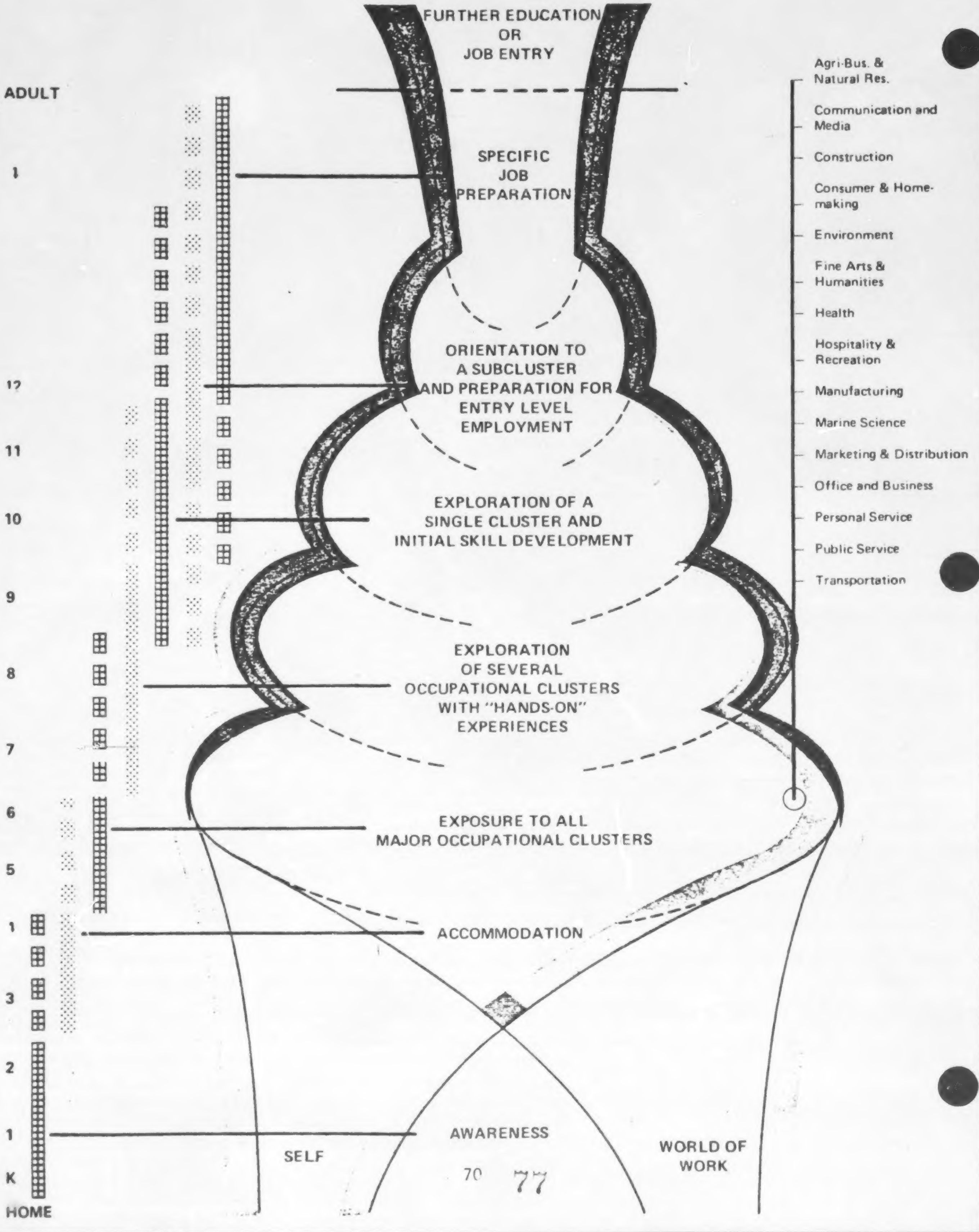
CAREER DEVELOPMENT PHASES


AWARENESS
ACCOMMO-DATION
EXPLORATION
PREPARATION EXPLORATION
● OCCUPATIONAL ENTRY
SELF
BASIC CONCEPTS
WORLD OF WORK
PRIMARY
INTERMEDIATE
JR. HIGH
HIGH SCHOOL
POST HIGH SCHOOL
K 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Developed as part of Career Education Project, Iowa State University

(Planning Device Example)

IOWA MODEL FOR CAREER DEVELOPMENT


FURTHER EDUCATION
OR
JOB ENTRY
SPECIFIC
JOB
PREPARATION
ORIENTATION TO
A SUBCLUSTER
AND PREPARATION FOR
ENTRY LEVEL
EMPLOYMENT
EXPLORATION OF A
SINGLE CLUSTER AND
INITIAL SKILL DEVELOPMENT
EXPLORATION
OF SEVERAL
OCCUPATIONAL CLUSTERS
WITH "HANDS-ON"
EXPERIENCES
EXPOSURE TO ALL
MAJOR OCCUPATIONAL CLUSTERS
ACCOMMODATION
AWARENESS
SELF
WORLD OF
WORK
ADULT
1
12
11
10
9
8
7
6
5
1
3
2
1
K
HOME
Agri-Bus. &
Natural Res.
Communication and
Media
Construction
Consumer & Home-
making
Environment
Fine Arts &
Humanities
Health
Hospitality &
Recreation
Manufacturing
Marine Science
Marketing & Distribution
Office and Business
Personal Service
Public Service
Transportation

IOWA MODEL FOR CAREER DEVELOPMENT

AWARENESS: Activities which develop concepts of self and positive attitudes toward the world of work are the basis of later career decisions. Learning activities which develop these concepts are appropriate for use in the total curriculum during the first three years of school. For some students this phase will continue through the fourth grade. During the latter period of this phase the student will begin to recognize relationships between individuals and the various industries and occupations.

ACCOMMODATION: During the third and fourth grades the student is at a point in this development where he begins to internalize the concept of his future role in the world of work. In some situations this development might continue through the sixth grade. The integration of career education activities into the total curriculum will enable the student to develop a concept of the relationship between work and various life styles. Through appropriate learning activities the student can begin to appreciate the personal traits which contribute to the development of satisfactory working relationships. Throughout this phase, the emphasis is on the development of healthy attitudes toward all types of work.

EXPOSURE TO ALL MAJOR OCCUPATIONAL CLUSTERS: The integration of career information into the elementary school curriculum will permit the student to become acquainted with the types of jobs associated with each of the occupational clusters. Thus a base will be provided which will assist the student in his future selection of occupational clusters for exploration. This initial exploration of jobs and clusters will be directed more towards the occupational characteristics and less towards the hands on type of exploration. The development of favorable attitudes toward the value of work will continue to be emphasized during this phase of career development. This period in the career development process will normally take place during the fifth and sixth grades, but in certain situations it may continue on through junior high school.

EXPLORATION OF SEVERAL OCCUPATIONAL CLUSTERS WITH "HANDS-ON" EXPERIENCES: Some "hands-on" experiences are of value to the student throughout the elementary grades. The exploratory activities presented in this phase, however, usually will be provided during the seventh, eighth, and ninth grades, but for some students it may be as late as the eleventh grade. It would appear that this broad exploratory effort would be of the most benefit to the student in junior high school. This phase of career development will involve much more extensive "hands-on" work than was used during the elementary years. It is expected that six or more clusters will be selected by the student as he progresses through the junior high grades. A period of six to nine weeks may be spent by the student in exploring each of the clusters which e has selected. It is necessary to provide "hands-on" experience which is broadly representative of the types of jobs available in the cluster.

EXPLORATION OF A SINGLE CLUSTER AND INITIAL SKILL DEVELOPMENT: The exploration of a single occupational cluster will be most appropriate for the student somewhere between the ninth and eleventh grades although in some cases the freshman in college may still be exploring a total cluster. Although this step might be bypassed by some students who progress directly from the "Exploration of Several Occupational Clusters" directly into either "Orientation to a Subcluster and Preparation for Entry Level Employment" or "Specific Job Preparation", it is needed to provide each student ample opportunity to find an occupation in which he has both aptitude and interest. In this period of career development the student will delve into a particular cluster to greater depths with the purpose of selecting the area of that cluster which best fits his individual characteristics.

ORIENTATION TO A SUBCLUSTER AND PREPARATION FOR ENTRY LEVEL EMPLOYMENT: The exploration of and preparation for an occupational subcluster will normally be provided for the students during the eleventh and twelfth grades, although a student may be ready to enter this type of program as early as the ninth grade or as late as the sophomore year of college. The exploration of and preparation for a group of closely related jobs will include an indepth study of these jobs and the development of common competencies needed for performance in these jobs, including the attitudes and personal characteristics which will assist the student in obtaining and holding a job. This phase may be bypassed by the student if he is ready to select a specific occupation and enter into training for that particular job.

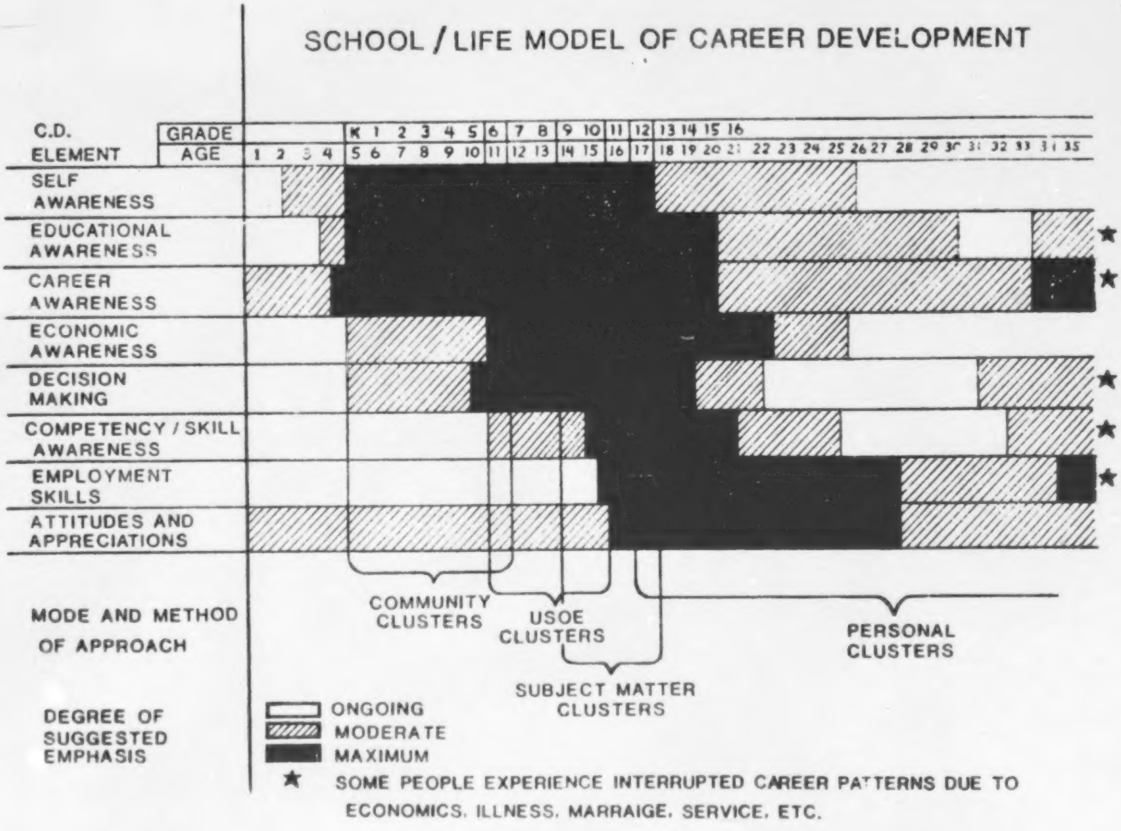
SPECIFIC JOB PREPARATION: This period of the career development process is the time when the student will be assisted in obtaining proficiency in the specific skills and knowledge which are necessary for entry into and success within a specific occupation. The activities of this period not only will include student acquisition of skills, but also will be directed toward refining his human relations characteristics which will result in harmonius working relationships with superiors and associate alike. Although this phase may be expected to start at the twelfth grade or beyond, it may occur as early as the tenth grade for some students.

PHASE III

HOW

PHASE III

This section will attempt to offer approaches and strategies that will be of value in the development of units and activities the educator my wish to become involved in. Attention is drawn to the models of career education presented in the previous chapter on definition. They should be utilized as a framework to try out the material presented here. One such plan is reprinted here for your consideration.



CAREER DEVELOPMENT AND SUCCESS ORIENTED EDUCATION

C. HELLING

Questions one might ask:

1. What is success?
2. How can we plan for success?
3. What will have to change to account for success education?
4. How do we go about that change?

1. What is success?

In school or out, success is satisfying achievement. It is the gaining of one's aim. It is the feeling of accomplishment and even pride that goes with being able to do the task. Conversely, failure is the inability to do the aimed for or assigned task. Which is the best motivator? Which will help students gain positive self image? Failure may have its learning value, but only when coupled with success. The questions here involve the definition of success and its use.

We talk a lot about motivation in education. What we mean translated is: educational motivation refers to ways we can get kids to accept our values and strive for success in things we deem important (we may call them life skills or content and we assume they are necessary for satisfaction in life). We define this (content) through our perspective and we structure the learning situation so that some achieve (success) and others fail. The basis for success or failure in school usually depends on competency in one domain: cognitive. This just happens to be the area of competency in which we as teachers have achieved.

The point is not that the content is necessarily at fault but that the method we employ to teach that content is questioned. In fact, we are actually unable to find out if the content is lacking or not because of the method.

The methods we use are inextricable from the values we as teachers hold and reflect that view of reality. We also make judgements on amount of content gained without varying the method (in the sense that all or almost all approaches reward a cognitive form) and thereby condemn to failure a group of students without academic skill. We also condemn the "successful" students to the narrow concept of success we have defined. Can we alter our approach (method) to broaden the base of exposure to content to include teaching of that content through doing (psycho-motor) and feeling (affective) as well as thinking (cognitive)? It is suggested we make judgements more reasonably on the students' gaining of content when we have allowed success through different competency strengths. Our goal as teachers must be to do our best to have all students learn the content we offer (be successful). Exploration of the valuing of doing and feeling as well as thinking allows potential success for every student for we all use these three domains in day-to-day activities. Usually we use them in such mixed amounts, it would be difficult to identify any most important one for a given (out-of-school) activity.

2. How can we plan for success?

We must get our best planners going exploring ways to change teachers to understand and value other value systems (this is not to say "accept" but to value). This is not an easy task. It is difficult, for teachers work in an environment that continually reinforces what the credentials they hold say is worthwhile and good. They have (because of an accident of heredity and environment) been rewarded with whatever rank of status they enjoy by attainment of cognitive credentials and feel no pressure to alter that value for others by the very nature of their endeavor: teaching others.* The inherent idea in the above is simply that the teacher knows the best answer, the right way, and the true course, etc., etc., etc. What a barren place to look for self-initiated change! Where is the incentive?

If we are to create an environment for change, we must alter our ideas about the school being the seat of all learning. If we talk about life skills, we must be willing to get in touch with life in the community and do some testing there. A reasonable question to ask any teacher might be: Is what you are teaching ever going to be of any value to your students? The trouble simply is that we have no model to get in touch with reality on an objective regular basis and we answer the above question ourselves in light of how we interpret that reality. If educators are unwilling to test out what they teach, how will we ever achieve a change in what they teach? The very ego strength of the educator tends to work against change. Even a more important questions might be: Who else has formally taken the responsibility for the giving out of life skill stuff but teachers? It would seem that we must broaden our definition of life to a reality-based model that will give us feedback and, therefore, allow for corrective change.

The model

The model or models that allow for change can be based upon a few basic elements: (1) The teacher personally will be involved in the process. The teacher will have an opportunity to reality test his/her value system, relate to others, and be given time and opportunity to discuss with peers and decide on alternate applications of the philosophy stated above on success. The teacher must be trusted for appropriate resultant action as he is closest to the problem and has the most alternatives for change in his area. He must be given adequate in-service on the concept of success and possible models, but then be allowed time to plan, write, and implement on his own. In this way we plan for the success of the changes. We do this by incorporating the management theme: people support what they help create. It seems reasonable, then, that we must somehow get the organization to accept and help change to come about and not try to block it. With teachers trying out their own approaches to solutions of the problems and an organization dedicated to helping change, growth will take place. By this procedure the ideas for change by the teacher will have a chance to be tried honestly.

(2) The community will be involved in this model for it is there where the action is. It is in the community where all workers work and people define success in many different ways. It is in the community where people put different

*NOTE: Obviously many teachers do not fit this definition as they have worried about similar concerns as the author has and have grown to value many interpretations of reality. This broadside is not meant for them.

degrees of value on the doing, feeling, and thinking of life. It is in the community where we as teachers can learn alternate definitions of success. In this same community we will be testing content humanly after we have used the community to learn alternatives to try out methods for success education.

We can plan on things not being the same. We can plan on resistance to change and we can plan on failure. It can be healthy feedback to fail if we can be reinforced that it isn't generalized failure and we can try other alternatives. Again that is a function of the organization and what it will allow.

(3) The main change to plan for is human involvement and recognition of varying human worth. Human involvement should be planned for both in the demonstration of content (the teaching) and in the evaluation of the same.

3. What will have to change to account for success education?

The three elements mentioned above will have to change: (1) Hopefully teachers will change in a self-actualizing environment; (2) The school as a concept will change as the community in effect becomes the classroom; and (3) The direction, method, and content will change as we incorporate humans at all levels with all competencies to both help us humanize content in the teaching and check it humanly for its worth to our students.

Content example

Examples are sometimes of value in clarification of a concept. Let us think of the content in a biology course as "wind" and a normal class with the full range of capacity as the subjects. The teacher's objectives are to have each student learn about the wind and how it helps us, hurts us, and otherwise affects our lives.

Let us concentrate on activities in relation to the teacher's objectives and see if we can uncover something that all the kids (at one point or another) could identify with and have success in.

1. Instead of buying a wind machine or tester, why not have students build one.
2. Observation of cloud patterns, blowing snow, or dust storms, etc., is a possible activity.
3. Pictures, drawn or taken, can help make points.
4. Interviews with doctors or allergy sufferers is an effective task for students.
5. Taking field trips to the weather service and interviewing a guest with interest or a job in the area are possible alternatives. (There are many doing, thinking, feeling tasks students can do related to these two activities).
6. Effectiveness of different clothing in relation to wind chill may be researched by watching TV or observations on a street corner.

7. Building design, hair styles, automobiles, crops, etc., are all areas to explore. Every area has people associated with it and every person in the area does things, feels things, and thinks things. To get in touch with these people we may use the world of work as an index or vehicle.

Just think of the things people do that relate to the wind.

We really haven't discussed the school books and references yet, but they have their place with the rest and should be explored. A creative teacher can build in success to every student's experience studying the wind and make it a rewarding experience by various means of communicating and demonstrating the content sought through affective, cognitive, and psycho-motor exploration of student capacity. Students are also happier when they are doing things they can succeed at. It remains the teacher's job to pull all these endeavors together and let fellow students benefit from individual strengths (heretofore unrecognized or unappreciated).

4. How do we go about that change?

Human beings, providing they represent all levels, will change us if we will allow ourselves to get in touch with them. Career education uses the world of work as a network of titles that in reality define life style and various sets of values people hold. Careers or endeavors (if you prefer) demand combinations of competencies in doing, feeling, and thinking. The status and money reward people gain in reality do not define any one of these domains as most important to their success all the time. For that matter, money and status are not everyone's "success" symbols. Career education offers us a non-discriminating vehicle to get in touch with all these different people with different competencies and different successes and gives us feedback on the worth of our content. Career education is a vehicle to a greater task, however, and that is the job of allowing for exploration of all endeavors relating to all competencies as potential success getters. We all do things and gain identity through these activities. Some of our doings we get paid for, others we do for psychological reward, still others are a combination of both. What is important seems to be that identity (and self-concept) rests with these doings. We drop failures but we repeat and add to successful doings. They eventually dictate a life style unique to each of us. This concept is key to educational motivation.

Summary

Can we as educators build models to allow success to all our students through teaching of our content? We must begin at once to test and try the valuing of all domains as process tools to help us teach our subjects, for in so doing we will be in a position to reward all our students with success as they interpret our content through their particular strength.

SUCCESS EXERCISE

1. Now you have seen how you can easily relate humans (through the jobs they do with, on, or for the bit of content you wish to teach) to the curriculum.

2. This concept puts us in touch with reality in a human setting.

3. It also relates the content to doing, feeling, and thinking activities since humans do all three.

4. Students must learn content and be able to experience success in that endeavor. We can arrange for that by varying the method or mode of learning to include rewarding activities of doing, feeling, and thinking. If we do this, all our students can achieve, in one way or another, while learning the content we teach.

5. Your Task

   Below you will see bits of "content" in various areas. Think of student involvements that will allow success for differing capacities in thinking, doing, and feeling in exploring that content.

   A. Trees (oak, pine, elm, etc.)

      Doing

      Thinking

      Feeling

   B. Concept of democracy

      Doing

      Thinking

      Feeling

C. Rectangles, triangles, squares

Doing

Thinking

Feeling

D. Spelling

1. neighbor
2. cafeteria
3. tuberculosis

Doing

Thinking

Feeling

E. Portray anger

Doing

Thinking

Feeling

WRITING A UNIT IN CAREER EDUCATION*

1. What activities outside the classroom are many of your kids interested in? You may want to ask the kids. List all the activities and interests that seem to have a general attraction for your kids.

2. Select one activity or interest and decide which careers, industries, businesses, jobs, services, occupations, crafts, and trades are directly related.

3. Look at the career clusters. Under which cluster would these careers fit? Can you name some additional related careers in that cluster?

4. After you have become acquainted with the career education concepts, think about the interest and experience level of your students and select at least one concept which you consider appropriate to focus on in your unit. It will be necessary for you to decide at this point how you will tie the unit into your own content.

5. Who can best be a resource for this activity or career possessing first-hand experience?

6. Where is the best place for students to obtain some experience with this activity?

7. How can the teacher provide some useful experiences with this activity?

8. What indicators of student involvement will satisfy your standards for successful student participation?

9. How might you vary the communication so that affective, psycho-motor, and cognitive involvements are arranged for?

10. What format will be best so you can use it yourself and also share it with colleagues?

Now: Look at the concepts on the next page, consider your objectives, look over the activities, and put together a feeling, doing, thinking unit that involves humans and teaches content. Good luck!

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*Don Johansen assembled these materials in the course of his work as Director of the Career Education Environmental Program.

CAREER EDUCATION CONCEPTS

- Awareness of Self Through Work
  - Attitude toward work
  - Attitude toward workers
  - Appreciation for work

- Career Orientation
  - Information about careers
  - Clusters -- relations through things, ideas, people
  - Acquisition of basic skills needed for work
  - Interrelatedness and interdependencies of work

- Job Exploration
  - Observation
  - Worker interviews
  - Work experience
  - Educational avenues

- Career Import
  - Work value for self
    - Psychological
    - Economical
  - Work value for society
    - Sociological
    - Economical

- Career Preparation
  - Acquisition of specific skills needed for work

- Decision-making
  - Personal valuing related to current available information, attitudes, and abilities

OCCUPATIONAL CLUSTERS SUGGESTED BY U.S.O.E.

- Agri-business and Natural Resources
- Business and Office
- Health
- Public Service
- Environment
- Communication and Media
- Hospitality and Recreation
- Manufacturing
- Marketing and Distribution
- Marine Science
- Personal Services
- Construction
- Transportation
- Consumer and Homemaking Education
- Fine Arts and Humanities

SOME CAREER EDUCATION ACTIVITIES WITH EXAMPLES

1. Field trip	Veterinarian at an animal clinic
2. Resource people in classroom	Auto mechanic
3. Work observation	Attend a play or professional sports event, individually or as a class. Arrange ahead of time to talk to the participants, both those on view and those behind the scenes.
4. Work experience	Help a parent at home or at place of work, assist the school librarian, serve as a candy striper at a local hospital, have a paper route, sell magazine subscriptions, raise a garden.
5. Audio-visual aid	Borrow films, filmstrips, slides, tapes, and records through the public library. (See bioliography that accompanies this guide for further audio-visual sources.)
6. Role-playing	Present a skit depicting community with a storm causing power failure, and the jobs which are affected as a result.
7. Career games	Play class-generated games; i.e., "What's My Line?"; or charades acting out careers; or pinning a job title on each student's back and having each one find out "who he is" by asking each other questions; or a take-off on the "Dating Game" with one student questioning three others about careers they represent but cannot directly divulge, and then choosing which career description is personally most appealing.
8. Presentation	Students may pursue special interests by reading career resource books and/or interviewing people, and then reporting to class.
9. Projects in class	Younger pupils may bring "Daddy Bags" containing tools of father's careers. Older pupils may conduct neighborhood surveys concerning what people do or where they work.

10. Interclass projects	Pupils in one grade may help or work with pupils in another grade. Junior high students could run a day-care center one morning a week or interview senior high students about their career choices.
11. Simulated work	Divide the class into two companies that do business with each other. They can do correspondence, telephone communication, and direct sales, while bringing in a variety of careers, such as payroll clerk, secretary, public relations, office manager, mail clerk, salesman, and maintenance.
12. Counseling and guidance	Use activities to discover one's likes and dislikes and discussions based on why we hold different attitudes.
13. Information center	Provide resource materials including books, pamphlets, guides, magazines, news clippings, and bulletin boards with information about careers.

GUIDELINES FOR WRITING ACTIVITIES

When developing career education activities using the format agreed to, the following points should be kept in mind.

1. Subject Area: refers to the subject in which this activity took place.

2. Suggested Grade Level: refers to the grade level in which this activity was used.

3. Career Education Objectives: state only one career education objective in the space provided for such. The objectives should come from the current list of objectives provided by the project director.

4. Instructional Objective: One or several instructional objectives can be stated to satisfy the career objectives. These objectives should describe specifically what it is that the teacher wants to accomplish in his or her classroom in satisfying the career objectives. Inasmuch as possible, they should be stated in behavioral terms providing a mechanism for evaluating accomplishments later.

5. Activity: Under "activity" should be placed a description of the learning activity or activities that the teacher plans to use to satisfy his or her instructional objectives. Do not use titles on activities. Describe the activity in more detail. The last part of the activity statement should describe what it is that the activity should be attempting to do for the student. Caution should be exercised not to overdo the listing of activities. The listing and description of one well chosen activity is much better than listing many poorly thought out activities.

6. Integration Into Curriculum: Simply state the area or unit of study this activity was infused with.

7. Resources: List all the resources you utilized to develop this activity. For example-films, objects, materials, textbooks, etc. Provide enough information about the resources to enable others access to them, if listing a textbook, give name and company or give the name of film and its location.

8. Evaluation: The activity is evaluated in terms of whether or not it has brought about the behavioral change that is stated in your instructional objective. State what and how you are going to evaluate.

9. Effectiveness: giving a numerical figure to the effectiveness of this activity in meeting the instructional objective.

10. Comments: make any remarks about the activity or the process that could be improved or changed.

CAREER EDUCATION ACTIVITIES

Career Education Objective______________________________ Grade__________

____

Instructional Objective______________________________ Subject Area__________

____

Integration into Curriculum:

Activity:

Evaluation

Resources used:

Effectiveness of activity: 1 2 3 4 5
least most

- -

Comments:

CAREER CLUSTERING

C. Helling

Introduction

The clustering (sometimes called family or grouping) concept allows exploration of career based upon common factors or components of several occupations grouped together. All competencies including psychomotor, affective, and cognitive as well as interest alternatives are included in this grouping. Therefore, the person may compare his interests, abilities, motivation, and opportunities to a range of occupations held together by some component *other than "academic!"*

There may be many ways to define clustering, but for discussion's sake, the writer suggests two main categories: (1) process and (2) content. Each has its purposes and they overlap in function. Organizational (content) clustering furnishes a system to look at specific jobs held together and related to all other jobs in some logical way. This enables educators and individuals to plan awareness, exploration, orientation, and preparation in a reasonable way. An example of organizational (content) clustering is represented by the HEW's 15 clusters representing all jobs. This is an example of clustering nondiscriminating for the purpose of providing structure for curriculum or some other organized educational or personal activity. It will be expanded upon shortly.

Process Clustering

One kind of clustering is process clustering. This model depends more on the concept of offering a range of examples (which is nondiscriminating) based upon personal need or interest. The writer sees it as a *powerful* teaching tool, certainly related to career education but having impact across all lines in education given the creative teacher to implement it. At any grade and in any subject there is opportunity to present material based upon personal need and interest related to real people doing real things. It is the teacher's job to expand thinking and promote analysis in a logical fashion. Personal (process) clustering model expands thinking around the interest or need related to the curriculum to include a range of humans for exploration. If a third grader were interested in trucks, a creative teacher may suggest (in many ways and through many activities) that there are engineers and inventors who design trucks, there are workers who build trucks, there are people who fix trucks and drive them and fill them and paint them and direct them, etc. In this way trucks (analagous to any content) may be humanized and related logically by career processes. *We get to people through careers they have in relation to the curriculum*.

It is the writer's philosophy that "content" can only be defined when it is related to humans, for if it has no use or involvement by people, why teach it? In this context process clustering is a vehicle to that end.

The point simply is that we can arrange curriculum offering to be nondiscriminating by clustering of concepts, careers, opportunities, ideas, and offerings. The reward is motivated students and non-discriminatory subject teaching. (See graphic representation this section.)

Content Clustering

Content cluster concept is an organizational approach of classifying occupations according to the USOE 15 clusters or families of occupations. These clusters are divided according to the skills, knowledge, and attitudes required for job entry into the families.

Listed below are the 15 USOE clusters which are the result of the modification of the original 15.

1. Agriculture (including Agri-business)
2. Natural Resources and Environment
3. Construction
4. Manufacturing
5. Transportation
6. Communications and Media
7. Product Services (Mechanics-Repairers)
8. Marketing and Distribution
9. Business and Office
10. Personal Services
11. Hospitality and Recreation
12. Home Economics (including Consumer & Homemaking Education
13. Health
14. Fine Arts and Humanities
15. Public Service

The present clustering concept is a result of the emphasis that has been placed on Career Education. Clustering is a plan whereby all occupations could be grouped into a few major categories making it administratively feasible for the implementation of Career Education activities. The use of the concept is a large and important part of the Career Education process. The Career Education concept, according to the Iowa Model, is divided into four articulated phases and during the career development process, through these phases, the career clusters are utilized.

An explanation of the phases and the utilization of career clusters is described below.

Phase I - Career Awareness

Career Awareness is the process of providing the child with information necessary to understand the need for all people to function in the world of work and form the desire to do so. The child should also gain a respect for all work and for people who work. The process of Career Awareness should begin with parental guidance as soon as the child is able to understand the concept of work and be continued by the parents, teachers and counselors, in a more formal atmosphere, through elementary school years, K-6. (NOTE: Grade levels indicated with respect to the phases of Career Education are intended to show only the normal time occurence of each phase in a student's educational career. To provide for individual differences, grade level indications must not be interpreted as being restrictive.)

In the awareness phase, the child will explore his environment, view people as workers and act out worker roles. As he does this, he will develop the ability to interact with his peers in socially acceptable ways, begin to develop a concept of his role in society and develop a conscience.

Phase II - Career Accomodation

Career Orientation is the process by which the students are assisted in orienting their talents, aptitudes and interests with respect to the world of work. The student will receive information as to the structure of the 15 career education fields, including the entry-level jobs available within each, and the career ladders within each cluster. The phase will normally occur in grades 7 and 8 after completion of Phase I.

As the concepts of self and the world of work begin to merge, the child develops knowledge of economic dependencies and investigates the relationships between work and society. He also is learning about individual differences, belonging to groups, and is learning to accept himself as he is. The merging of the self concept with the concept of the world of work is the accommodation phase.

Phase III - Career Exploration

Career Exploration is the process in which a student explores a number of jobs and/or families in preparation for choosing one of them for Phase IV intensive skill training. It should be noted that the Phase II processes imply a teacher, counselor, parent-centered approach to motivating and orienting the student in the world of work. Phase III should be a student-centered approach where he explores his choices with the teacher acting as a "Coordinator of Experiences" rather than as a teacher in the usual sense. The counseling function should be to provide the necessary counseling toward an intelligent choice for intensive skill training.

The curriculum should provide opportunities for the individual student to explore, in greater depth, any occupations or clusters of occupations in which he has a special interest. In this way, the student can build a base of information which, in conjunction with his strengths, values and interests, can provide for choosing a more realistic career goal. Exploration follows a progressive sequence congruent with the maturation of the individual in his career development process.

Phase IV - Career Preparation

Career Preparation is intensive skill, technical knowledge, work habit, attitude and safety training in one job or job family, preparatory to job entry. This preparation may be gained in high school cooperative or in-school programs, private and public post-high school programs, correspondence courses, adult education programs, technical institutes and community colleges, four-year college programs and post-graduate university programs.

The development of favorable attitudes toward the value of work will continue to be emphasized during this phase.

The child's desire for leadership and self-reliance, along with the development of the ability to do abstract and reflective thinking as he is exposed to a broad range of occupations enables him to assess himself and to indicate career route choices for further exploration. Self-confidence is developed and values stabilized as the opportunity for part-time employment contributes to his feeling of independence and his ability to make career direction decisions.

For many individuals exploration will lead into a choice of a preparatory program for a specific occupation at the secondary or postsecondary level. Exploration of occupations may continue throughout the lifetime of some individuals as they prepare for occupational changes while employed.

Following is a brief explanation of each cluster:

AGRICULTURE (including Agri-business)

Career Field

A grouping of occupations concerned with the science, art, skills, operation and management of farms, ranches, forests, greenhouses, nurseries, including the production of food, feed and fiber and, in varying degrees, the services and related buinesses usually associated with them, including the processing, storage, marketing and distribution of farm commodities, the manufacturing and distribution of farm equipment, fertilizers and supplies, also the conservation and preservation of soils, trees, water and wildlife.

NATURAL RESOURCES AND ENVIRONMENT

Career Field

A grouping of occupations concerned with the naturally occurring materials of nature having human utilities or value. The term includes soil, water, air, plant life, nonhuman animal life, sunlight, minerals, mineral fuels and space on land and ocean surfaces, occupations concerned with man's relationship with his man-made surroundings such as air and water pollution, conservation, transportation technology and urban and rural planning as it affects population and the health of the individual.

CONSTRUCTION

Career Field

A grouping of occupations concerned with the erection, installation, maintenance and repair of residential, commercial, industrial and public works facilities or structures.

MANUFACTURING

Career Field

A grouping of occupations concerned with the transformation of raw products, materials and reprocessing of waste products in a useful form.

TRANSPORTATION

Career Field

Transportation is defined as a grouping of occupations concerned with the movement of people and/or goods from one place to another, using all means of conveyance, over or through land, sea, aerospace or by pipelines.

COMMUNICATION AND MEDIA

Career Field

A grouping of occupations concerned with the transfer of information via the medium of telecommunications or graphics.

PERSONAL SERVICES

Career Field

A grouping of occupations concerned with meeting the needs of the individual for his/her own betterment by rendering a variety of personal services related to the physical appearances of individuals.

MARKETING AND DISTRIBUTION

Career Field

A grouping of occupations concerned with creating value for products and services by facilitating their movement from producers to users or consumers.

BUSINESS AND OFFICE

Career Field

A grouping of occupations concerned with the facilitating functions of business, government and industry in the recording and retrieval of data, internal and external information dissemination.

PRODUCT SERVICES (Mechanics and Repairers)

Career Field

A grouping of occupations concerned with repairing or servicing of a variety of electric/mechanical and other products utilized by individuals.

HOSPITALITY AND RECREATION

Career Field

A grouping of occupations associated with the housing and feeding of people away from home (other than in health care institutions) and the provisions of constructive recreational resources and services--both public and private--related to leisure time pursuits of people away from home.

HOME ECONOMICS (Including Consumer and Homemaking Education)

Career Field

A grouping of occupations concerned with food and nutrition, child development, clothing, housing, family relations, parent education, consumer education and the management of individual and family resources.

HEALTH

Career Field

A grouping of occupations concerned with the maintenance of health and with the diagnostic, therapeutic, preventive, restorative and rehabilitative services relating to the health of people.

FINE ARTS AND HUMANITIES

Career Field

A grouping of occupations concerned with the creative and performing arts and their historical basis.

PUBLIC SERVICE

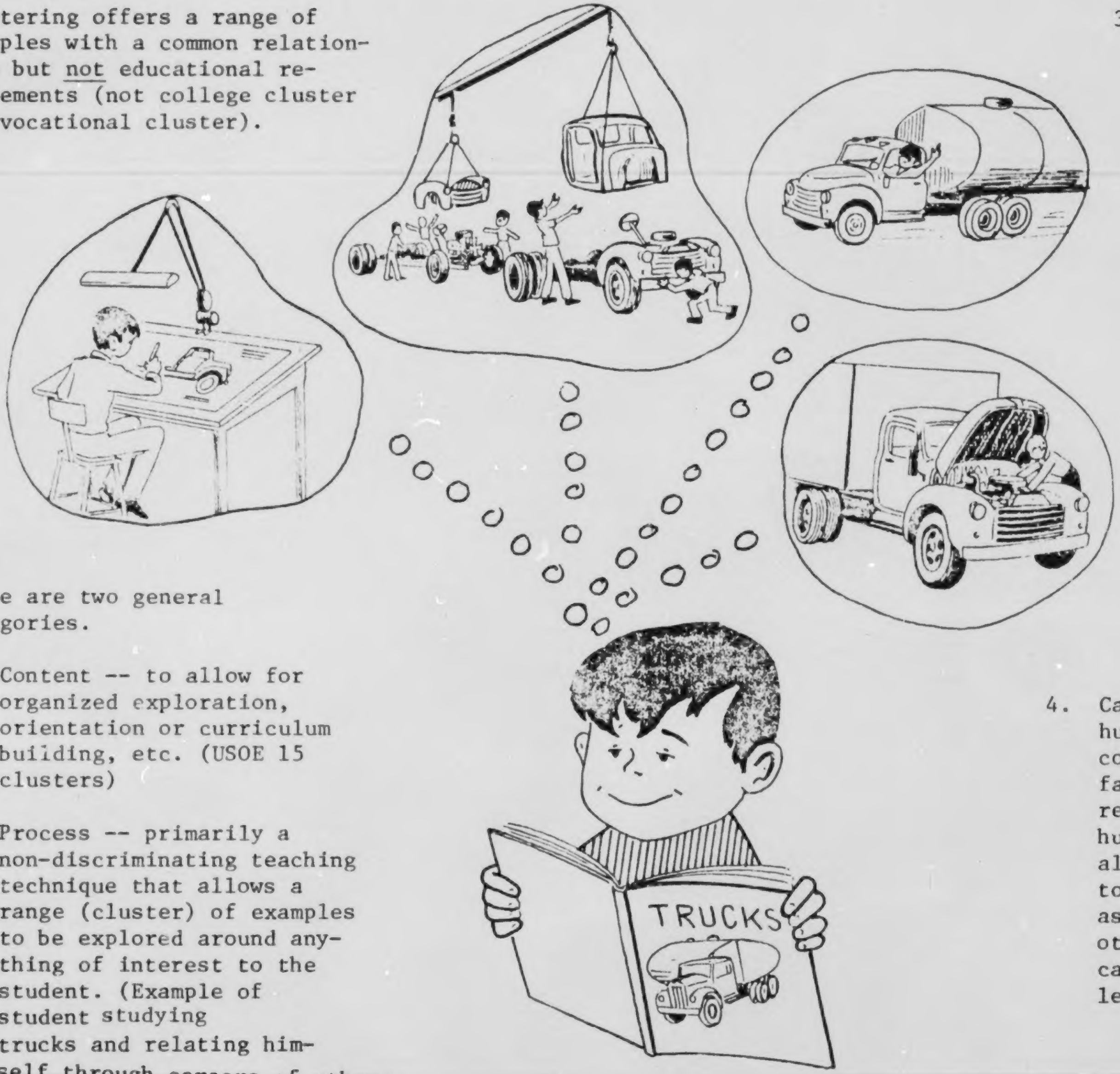
Career Field

A grouping of occupations concerned with the functions necessary to provide services to the public. Will include occupations that are unique to government and similar services in business and industry.

Graphic representation of teaching devices and varied applications follow.

PROCE - CONTENT
CAREER CLUSTERING CONCEPT

1. Clustering offers a range of examples with a common relationship but not educational requirements (not college cluster vs. vocational cluster).

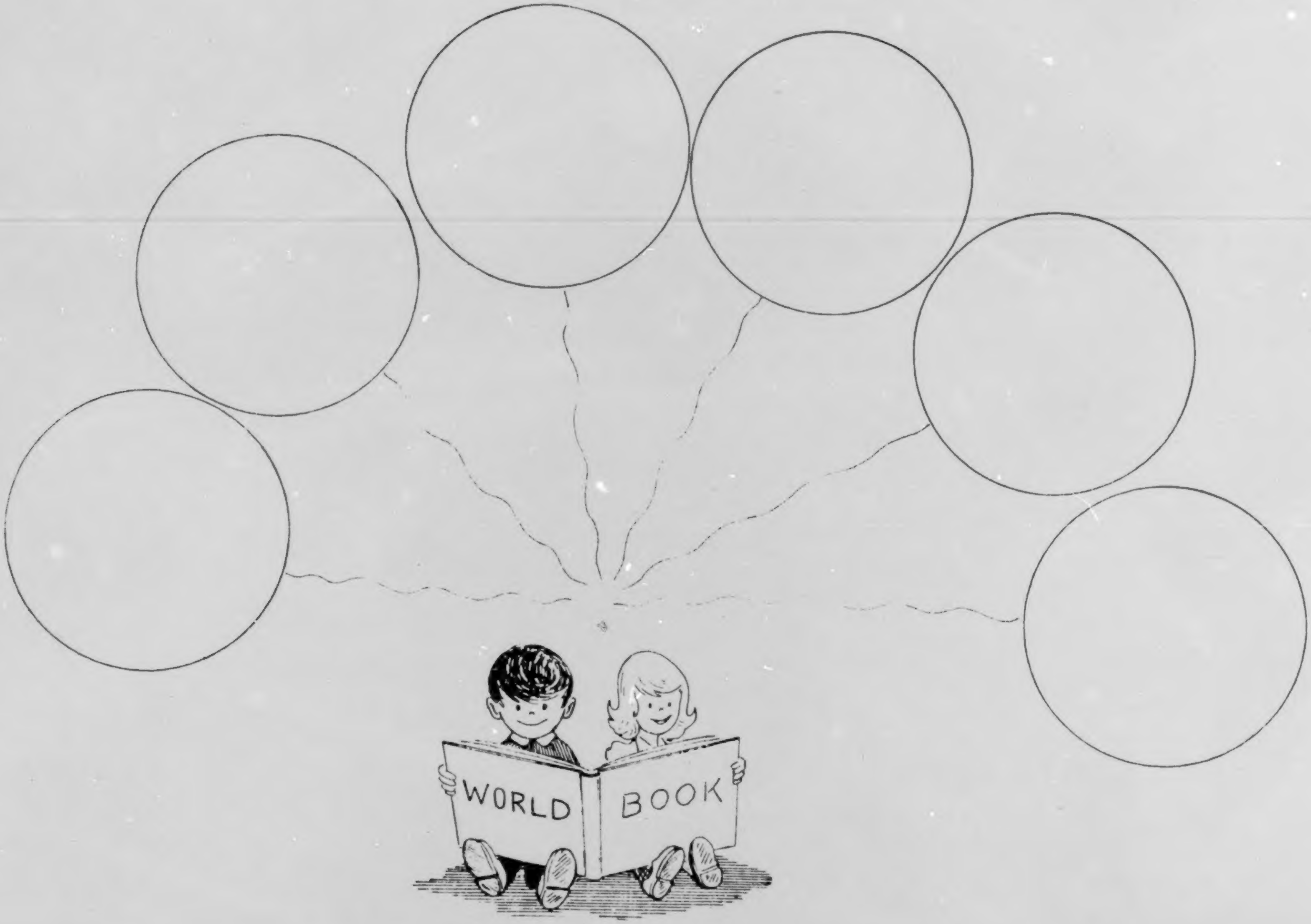


2. There are two general categories.
    a. Content -- to allow for organized exploration, orientation or curriculum building, etc. (USOE 15 clusters)
    b. Process -- primarily a non-discriminating teaching technique that allows a range (cluster) of examples to be explored around anything of interest to the student. (Example of student studying trucks and relating himself through careers of others to trucks.)

3. Clustering is non-discriminating because students explore many careers that involve all levels of education, ability, interest, and opportunity. They relate to who they are by being exposed to the range of careers around some common element. (i.e., construction, health, cars, food, clothes, agriculture, math, science, etc.)

4. Career clustering is a humanizing element for the content to be represented fairly and to allow it to relate to humans as only humans have careers. It also allows motivation to learn subject content as self identification with others through active careers relates to his learning.

PROCESS CLUSTERING EXERCISE



Assume any subject content and think of the careers (humans) related to it. Draw in humans and you have humanized that content and related it to the life and living of students.

SOME ORGANIZATIONAL (CONTENT) CLUSTERING CONCEPT EXAMPLES

HELLING AND HALE

Agriculture, Fishing, Forestry, Environmental, and Ecology Occupations

Distribution, Education, Entertainment, Managerial, and Business Administrative Occupations

Health, Medicine, and Related Occupations

Home Economics and Personal Home Service Occupations

Clerical, Business, Office, Law, Communications, Public Service, and Transportation Occupations

Skilled, Technical, and Engineering Occupations

H.E.W.

Agri-Business and Natural Resourses

Business and Office Occupations

Communication and Media

Consumer and Homemaking (Related Occupation)

Construction

Environmental

Fine Arts and Humanities

Health

Hospitality and Recreation

Manufacturing

Marine Science

Marketing and Distribution

Personal Services

Public Services

Transportation

OREGON

Mechanical and Repair Occupations

General Clerical Occupations

Basic Marketing Occupations

Agricultural Occupations

Food Service Occupations

Construction Occupations

Secretarial Occupations

Electrical Occupations

Social Service Occupations

Graphic Arts Occupations

Health Occupations

Metal Workers Occupations

Bookkeeping and Accounting Occupations

Wood Products Occupations

WYOMING

Agriculture Production and Related Occupations

Construction Occupations

Distributive Occupations

Electricity-Electronic Occupations

Family and Community Service Occupations

Graphic Communications Occupations

Health Occupations

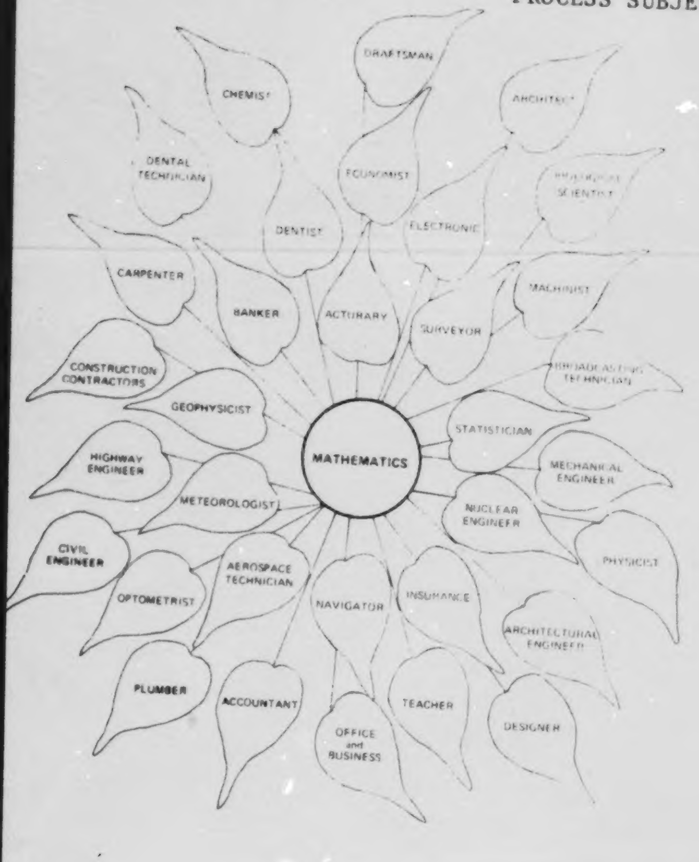
Hospitality Occupations

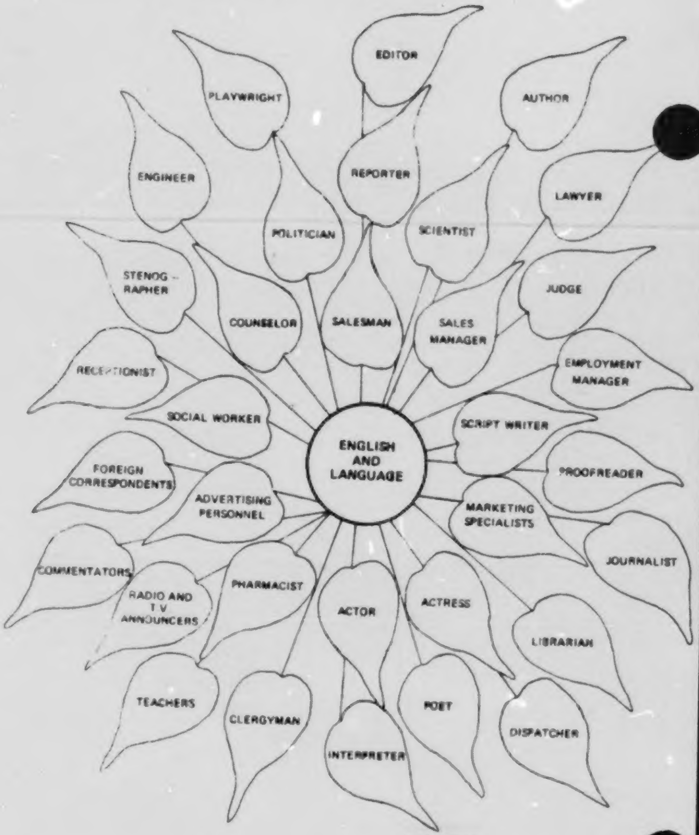
Metal Processing Occupations

Office Occupations

Transportation Service and Repair Occupations

PROCESS SUBJECT CLUSTERING EXAMPLES


MATHEMATICS
DRAFTSMAN
CHEMIST
ARCHITECT
DENTAL TECHNICIAN
ECONOMIST
BIOLOGICAL SCIENTIST
DENTIST
ELECTRONIC
CARPENTER
BANKER
ACTUARY
SURVEYOR
MACHINIST
CONSTRUCTION CONTRACTORS
BROADCASTING TECHNICIAN
GEOPHYSICIST
STATISTICIAN
HIGHWAY ENGINEER
MECHANICAL ENGINEER
METEOROLOGIST
NUCLEAR ENGINEER
CIVIL ENGINEER
AEROSPACE TECHNICIAN
PHYSICIST
OPTOMETRIST
NAVIGATOR
INSURANCE
ARCHITECTURAL ENGINEER
PLUMBER
ACCOUNTANT
OFFICE and BUSINESS
TEACHER
DESIGNER


ENGLISH AND LANGUAGE
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COUNSELOR
SALESMAN
SALES MANAGER
RECEPTIONIST
EMPLOYMENT MANAGER
SOCIAL WORKER
SCRIPT WRITER
FOREIGN CORRESPONDENTS
PROOFREADER
ADVERTISING PERSONNEL
MARKETING SPECIALISTS
JOURNALIST
COMMENTATORS
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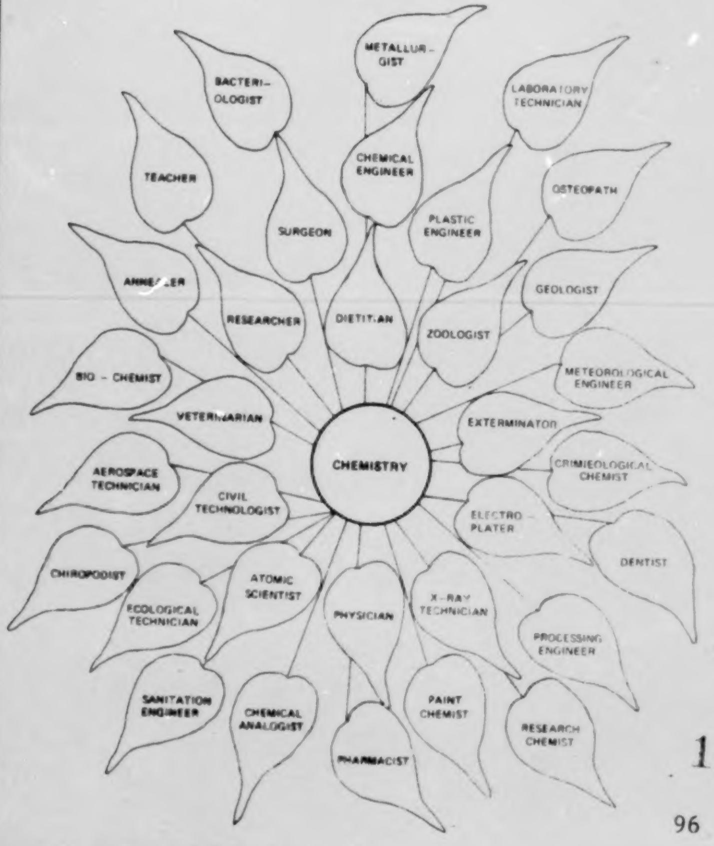
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ANNEALER
RESEARCHER
DIETITIAN
GEOLOGIST
ZOOLOGIST
BIO - CHEMIST
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VETERINARIAN
EXTERMINATOR
AEROSPACE TECHNICIAN
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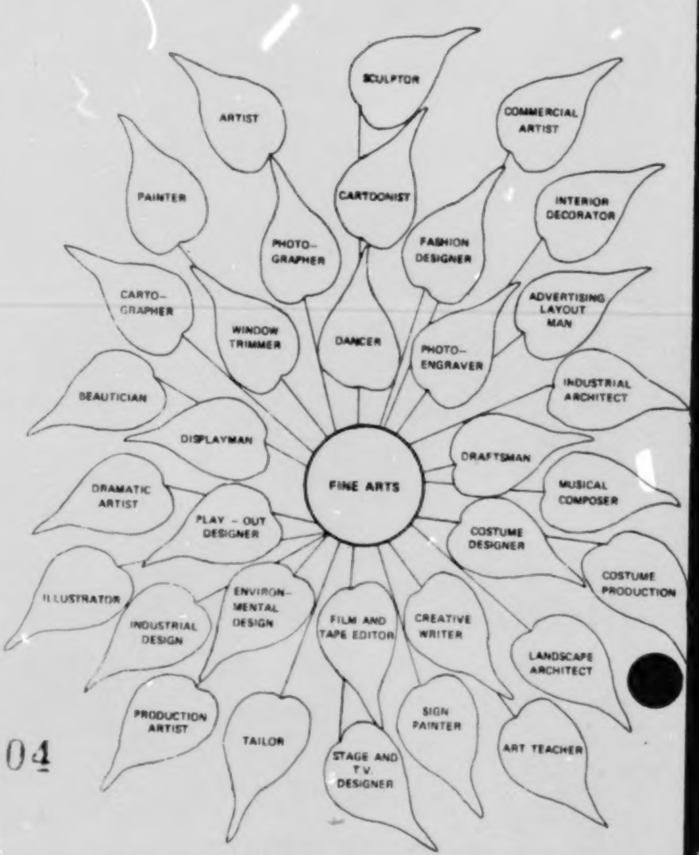
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ADVERTISING LAYOUT MAN
WINDOW TRIMMER
DANCER
PHOTO-ENGRAVER
BEAUTICIAN
INDUSTRIAL ARCHITECT
DISPLAYMAN
DRAFTSMAN
DRAMATIC ARTIST
MUSICAL COMPOSER
PLAY - OUT DESIGNER
COSTUME DESIGNER
COSTUME PRODUCTION
ILLUSTRATOR
ENVIRON-MENTAL DESIGN
INDUSTRIAL DESIGN
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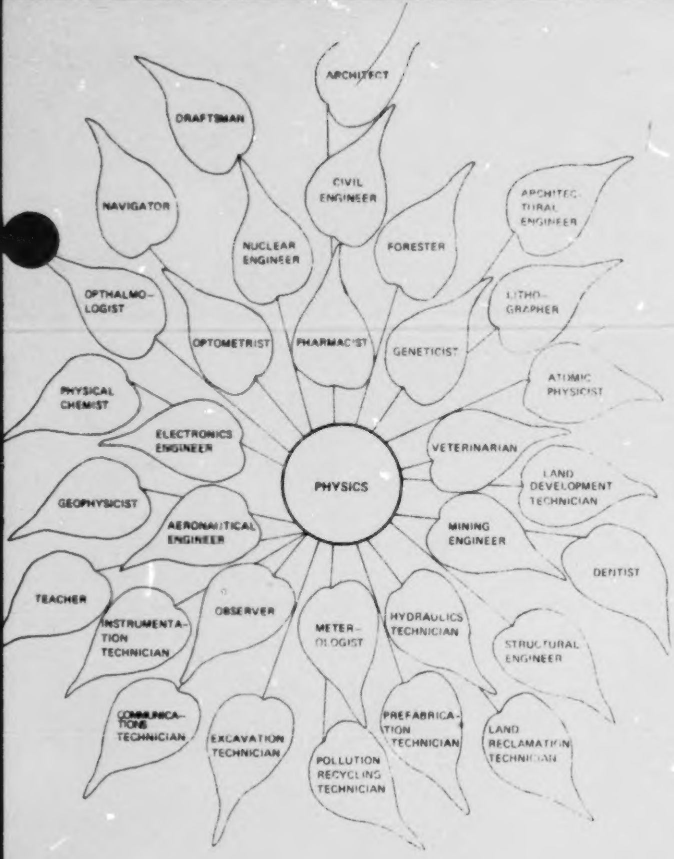
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MINING ENGINEER
DENTIST
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OBSERVER
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STRUCTURAL ENGINEER
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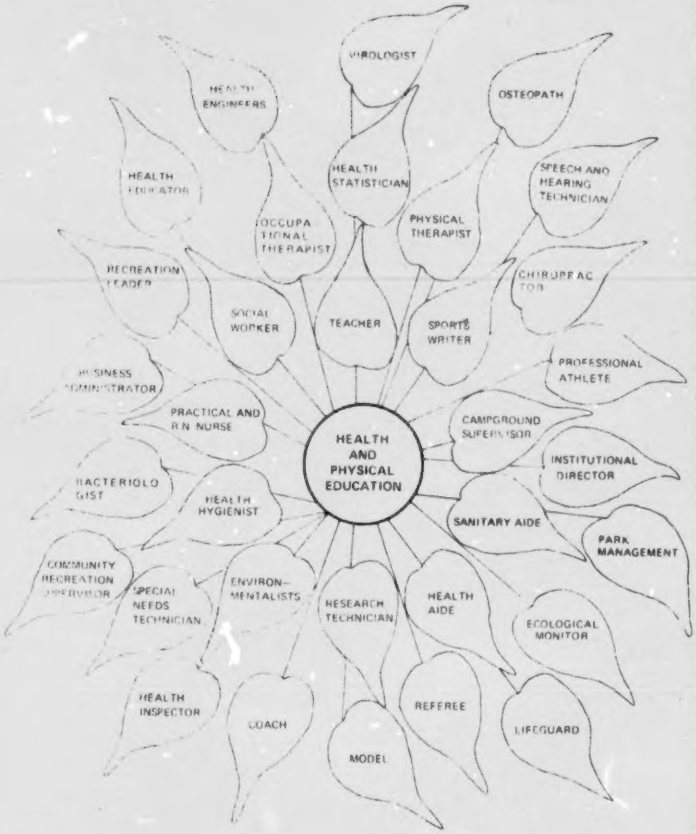
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RECREATION LEADER
CHIROPRACTOR
SOCIAL WORKER
TEACHER
SPORTS WRITER
PROFESSIONAL ATHLETE
BUSINESS ADMINISTRATOR
PRACTICAL AND R.N. NURSE
HEALTH AND PHYSICAL EDUCATION
CAMPGROUND SUPERVISOR
INSTITUTIONAL DIRECTOR
BACTERIOLOGIST
HEALTH HYGIENIST
SANITARY AIDE
PARK MANAGEMENT
COMMUNITY RECREATION SUPERVISOR
SPECIAL NEEDS TECHNICIAN
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REFEREE
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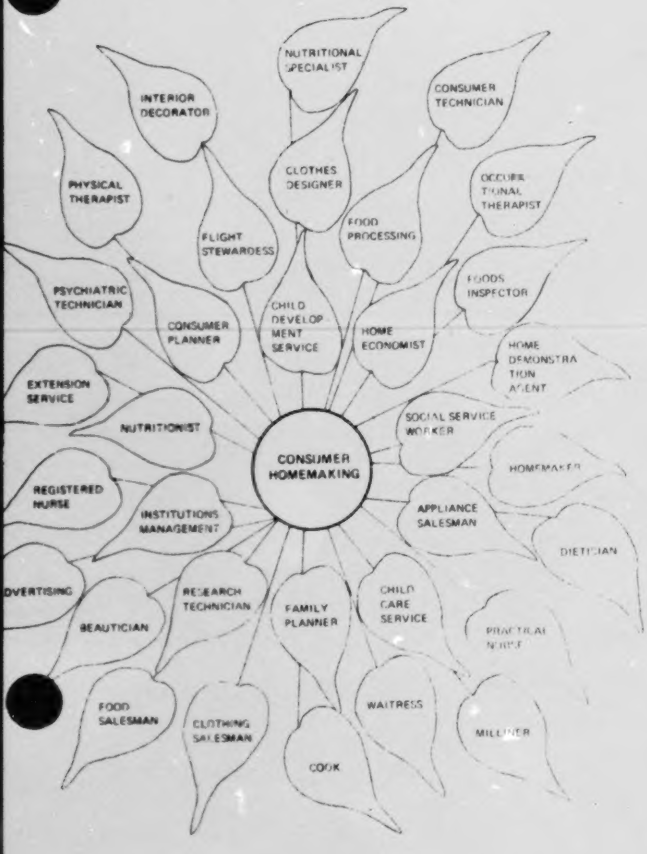
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PSYCHIATRIC TECHNICIAN
CONSUMER PLANNER
CHILD DEVELOPMENT SERVICE
HOME ECONOMIST
FOODS INSPECTOR
HOME DEMONSTRATION AGENT
EXTENSION SERVICE
NUTRITIONIST
SOCIAL SERVICE WORKER
CONSUMER HOMEMAKING
HOMEMAKER
REGISTERED NURSE
INSTITUTIONS MANAGEMENT
APPLIANCE SALESMAN
DIETICIAN
DVERTISING
RESEARCH TECHNICIAN
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WAITRESS
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MILLINER
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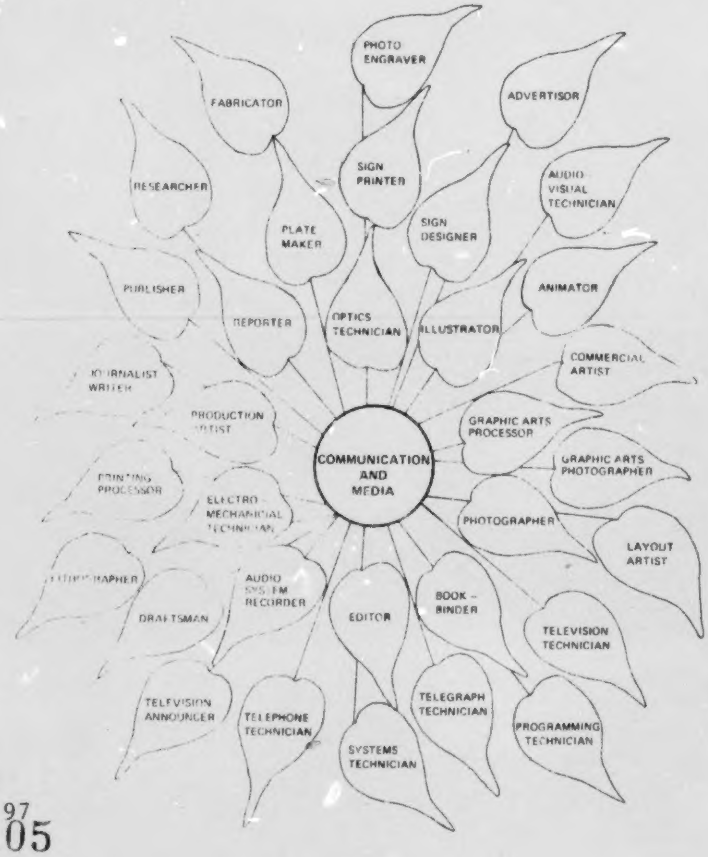
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OPTICS TECHNICIAN
ILLUSTRATOR
ANIMATOR
COMMERCIAL ARTIST
JOURNALIST WRITER
PRODUCTION ARTIST
GRAPHIC ARTS PROCESSOR
PRINTING PROCESSOR
COMMUNICATION AND MEDIA
GRAPHIC ARTS PHOTOGRAPHER
ELECTRO-MECHANICAL TECHNICIAN
PHOTOGRAPHER
LAYOUT ARTIST
LITHOGRAPHER
AUDIO SYSTEM RECORDER
EDITOR
BOOK-BINDER
DRAFTSMAN
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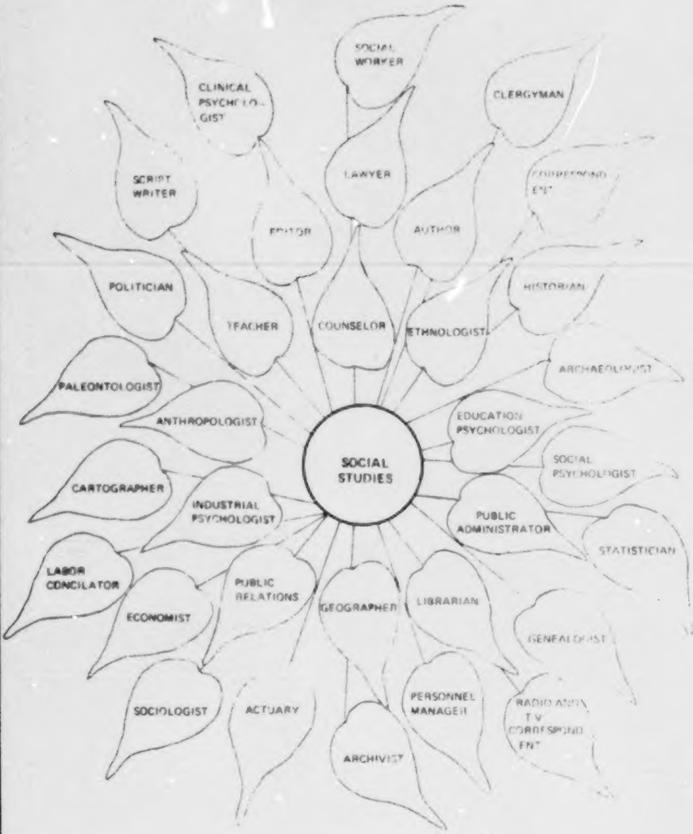
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COUNSELOR
ETHNOLOGIST
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ARCHAEOLOGIST
PALEONTOLOGIST
ANTHROPOLOGIST
EDUCATION PSYCHOLOGIST
SOCIAL PSYCHOLOGIST
CARTOGRAPHER
INDUSTRIAL PSYCHOLOGIST
PUBLIC ADMINISTRATOR
STATISTICIAN
LABOR CONCILATOR
ECONOMIST
PUBLIC RELATIONS
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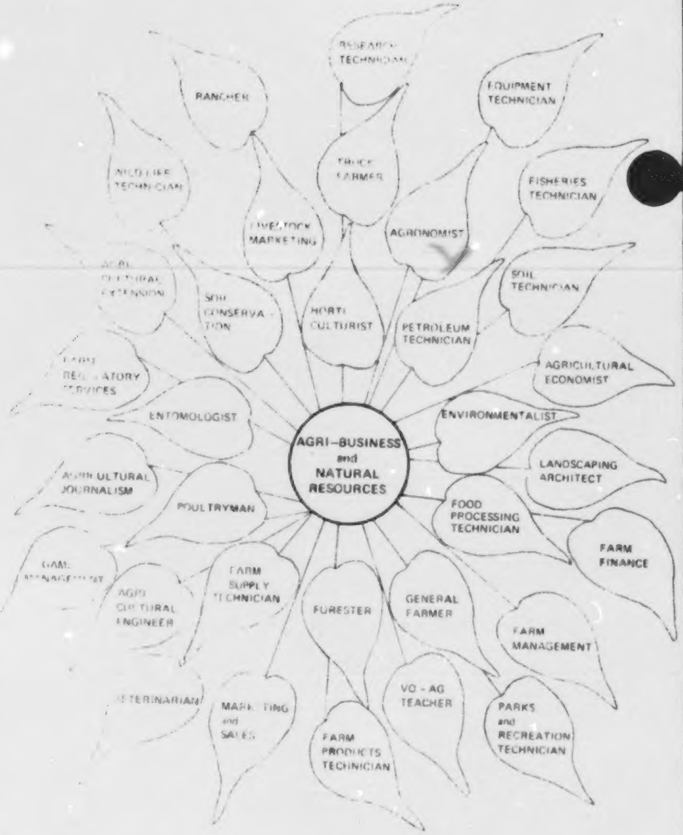
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LIVESTOCK MARKETING
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AGRICULTURAL EXTENSION
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FARM REGULATORY SERVICES
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LANDSCAPING ARCHITECT
POULTRYMAN
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GAME MANAGEMENT
AGRICULTURAL ENGINEER
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FORESTER
GENERAL FARMER
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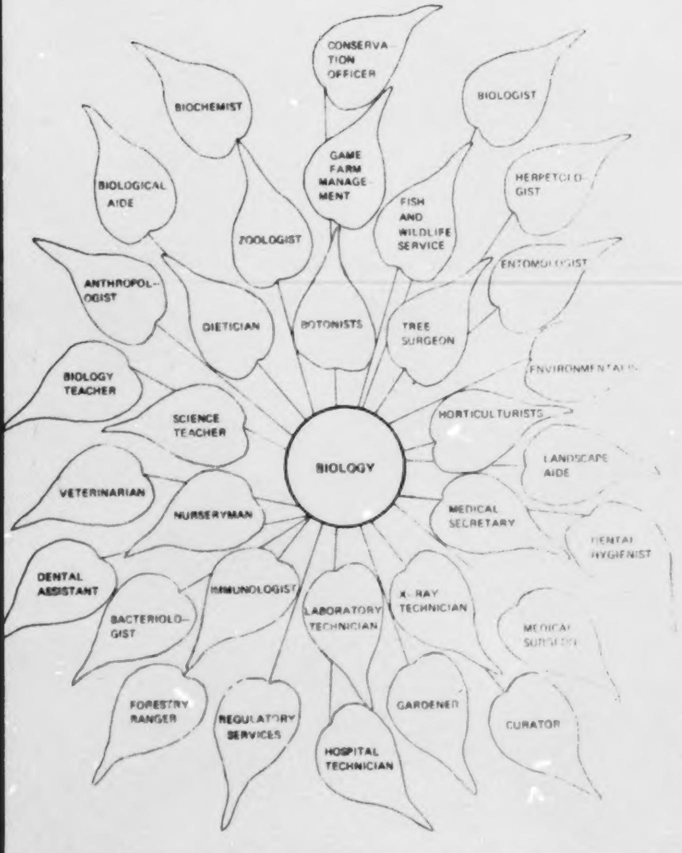
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ANTHROPOLOGIST
ENTOMOLOGIST
DIETICIAN
BOTONISTS
TREE SURGEON
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SCIENCE TEACHER
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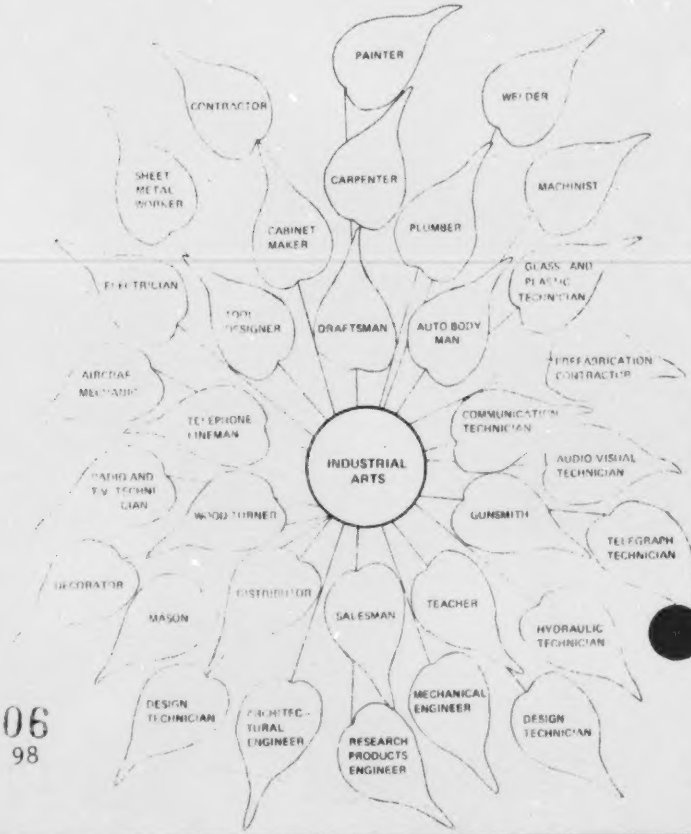
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ELECTRICIAN
TOOL DESIGNER
DRAFTSMAN
AUTO BODY MAN
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WOOD TURNER
GUNSMITH
TELEGRAPH TECHNICIAN
DECORATOR
DISTRIBUTOR
MASON
SALESMAN
TEACHER
HYDRAULIC TECHNICIAN
DESIGN TECHNICIAN
ARCHITECTURAL ENGINEER
MECHANICAL ENGINEER
RESEARCH PRODUCTS ENGINEER
DESIGN TECHNICIAN

CAREER INTERVIEW: The Core of Career Education

A central activity of Career Education is the Career Interview.

GOAL: The Career Interview helps to clarify values for the individual regarding his own career decisions.

OBJECTIVE: The Career Interview focuses on people and their feelings not just on what they do for a living.

STRATEGY 1: The Career Interview provides the student with an opportunity to talk about careers on a first-hand basis with people on the job.

1. What is the job?
2. Preparation?
3. Feelings about the job?
4. What's wrong with the job?
5. What is salary range? Future?
6. What advice for young people?

STRATEGY 2: The teacher should provide the student with an opportunity to relate personally to the Career Interview: compare, contrast, express feelings, give reasons, etc.

J. Davis
Robbinsdale Schools

CAREER INTERVIEW (WHAT IT IS AND HOW TO USE IT)

by Don Johansen

"What a dud. I wish I had never asked her to come into the classroom. It was a waste of time. I could have presented a better program myself."

All of these comments and many more equally uncomplimentary are expressed by teachers every day in your school and mine. It seems to be a contradiction to the so-called open school movement. On the one hand administrators and educational philosophers are encouraging the classroom teacher to use the resources of the community and on the other hand the teacher is regretfully aware of the possible disaster of inviting the "outside expert" into the classroom, visiting them on the job, having kids do field interviews, etc., where preparation and feedback is unplanned.

It is the purpose of this paper to describe the process of using community resource people so effectively that the teacher will feel confident the activity will be worthwhile.

PURPOSE OF INTERVIEW

Before we get into the process, let us take a look at the resource person in the classroom or wherever he/she is found. What is the purpose of a resource person? What can he/she bring to the topic that is missing without him/her? How can we insure that we get the most out of the interview? I say "interview" because that is the way I want to look at the resource person: a subject of an interview or a personal relationship through a human being with the subject or topic. The interview also focuses on the person and not the product. This is a very important point. A classroom resource person or outside interview should focus on the person because he/she gives dimension and meaning and "life" to the subject. The facts or information he/she brings to the class are likely to be far more interesting when related to the people who produce or use these facts or products.

VALUE CLARIFICATION AS A PURPOSE

The resource person, whether invited into the classroom, found at a business establishment, or at work in a factory, is probably not going to provide a great deal of specific data directly relating to academic behavioral objectives. The resource person is much more likely to be an important bridge between the academia of the classroom and the work of the post-school world. In other words, the resource person is a proof sheet that the information, data, skill, concept, or attitude being espoused in the classroom is in fact useful somewhere in the world after school. So cognitive import is not necessarily critical. What is critical is value clarification based on an actual experience. An understanding by the teacher of this suggests further that the teacher should use the resource person for that purpose intended, i.e., clarifying student values. A reasonable follow-up activity after a resource person such as a "rock hound" might be to ask the class to place rock hound activities on a continuum:

x____x

hate it would never do it.	love it expect to spend a lot of time doing it.

or take six leisure time activities including rock hound and place them in rank order, or possibly some simple directions to complete the statement: "After participating in this interview I learned that ________________________."

If value clarification is going to be the recognized worth of a career interview, and I suggest that this is legitimate, then the teacher should provide the opportunity for that value clarification.

RESOURCE PERSON -- A PEOPLE FOCUSED RELATIONSHIP

I like to refer to every resource person as an opportunity for a career interview. Why? Because I want to have children focus on the person and his/her relation to the topic, service, or product and not on the product itself. Look at a piece of taconite. It is an important product in the iron mining industry, but it has limited appeal to most people just as it is -- a black, round, hard, small form of manufactured iron ore. Look at that same piece of taconite in relation to a person in the taconite industry and the interview can take on an exciting new dimension. Certainly the interview will include the taconite, but more importantly it will focus on the careers involved. Career related means people related and almost everyone is interested in people or should be, as we must deal with them every day one way or another.

A classroom career interview should not be considered a "show." A show puts a lot of undue pressure on the entertainment ability of the resource person. A performer generally has a special gift and few of us possess it. Stage presence, surprise, timing, animation, expression, and many other performer qualities are necessary for a good "show." This is too big a burden for us to place on a resource person. Usually a "show" is, unfortunately, a shallow type of presentation. What makes a person laugh is not necessarily the same thing that allows a person to learn. It is a good thing that entertainment is not necessary for interest because few of us are qualified as entertainers. In essence then, the human elements which are present in all of us are what we are after and we can arrange to tap them effectively by certain processes to follow.

What is a good career interview? The main ingredients of a worthwhile career interview are:

1. The guest focuses the subject on the relationship between the subject and topic the students are studying in class.
2. That relationship is most often accomplished through focusing on the person.

Example: A class is studying geology and the teacher wishes to bring the local "rock hound" to add some personal local interest to the subject. The guest speaker has a choice to talk about the various rocks he has brought with or about life as a rock hound. Hopefully the teacher will have already discussed the needs of the class and the need to focus on the people involved so that the resource person will discuss how he got interested in rocks, how he goes about pursuing his hobby, where he "hunts" and why, what some of his prizes and surprises are, what some disappointments have been, what he has found out about rocks, what use his hobby has been to him, what cost it has been, and what one needs to become a rock hound and where a person can go to find out more. The guest doesn't have to be a geologist to bring his experience into focus on the subject matter if he is led into this method of personalizing his material. The content "rocks" are really dead and dry alone, that's why real people must discuss human needs in relation to "content."

We could use several other examples, but basically the same ingredients will be present in any good career interview. The career interview takes advantage of the topic to relate to natural interest of people in other people. People are the bridge between academic subject matter and career application. This is not very startling when one thinks about it. Most products or subjects have added meaning when related to people.

There are some parts of a career interview which need to be discussed and understood. The first thing is the preparation. This is something which the teacher cannot overlook or allow someone else to take care of. There are two parts to the preparation:

1. The teacher must contact the resource person and explain the subject matter relationship, the age and understanding of students in the class, and any special physical requirements needed for a comfortable classroom interview.
2. The teacher must make some preparation with the class so that they will be able to discover and use the resource person to a reasonable degree. This can be done if the students are comfortable with a few techniques of interviewing and have some goals in mind before the resource person begins the discussion.

INGREDIENTS FOR A SUCCESSFUL CAREER INTERVIEW -- BEFORE

In the first part of the preparation, the teacher must contact the resource person or be absolutely certain the resource person understands who he/she is going to be talking to and why. The best way I can see that being accomplished is through some kind of contact, probably by phone. The phone conversation should probably contain these parts:

1. Confirmation of date, time, and place. It is surprising how a simple misunderstanding can foul up the whole operation.

2. Identification of the exact audience, i.e., third grade class of 31 students.

3. Reference to the specific subject matter tie-in to the speaker's topic, i.e., tenth grade biology class is currently studying blood and needs to discuss laboratory technician's career with specific reference to blood sample techniques used.

4. Suggestion of what the teacher expects of the resource person and an understanding that students will have the opportunity to question the speaker. This little bit of insurance will enable

the teacher to encourage the students to find out what the teacher wants them to find out even if the speaker does not speak on that topic.

5. What expectations does the speaker have? Are there some specific suggestions the speaker has for physical preparation? Does the speaker expect some student behavior, participation, or attention which the teacher should be aware of ahead of time?

6. The teacher should expect to be present the entire time the speaker is with the class. The speaker is not in charge of or responsible for the class but more a "guest" of the teacher for a special purpose.

INGREDIENTS -- DURING

A successful career interview has some definite ingredients which need attention. The teacher should provide for these topics to be discussed by the speaker. I suggest that the teacher should "prime" the students to find out these things. The teacher can direct the interview, but the personal quality and interaction of students to "teach" these skills to their children tell me that the kids become adept at asking the right questions after just a little practice.

The following six areas need to be covered. Sometimes the interviewee will volunteer the information, in which case there is no need to ask the question in that area.

Natural variations in phrases should be used to keep from sounding "canned."

The interviewer should listen intently for uncommon "key" words or phrases which may be common jargon to the speaker but possible a mystery to the uninitiated. This should be done immediately and directly to keep the train of thought going and avoid misunderstanding.

1. What is your job? How long have you worked at this job?

2. What preparation, background, or education is needed?

3. What is your job "really" like? What is it like to be on your job during a typical day? Tell me about an unusual experience you had on your job.

4. What are some reasons a person may not like working at this job?

5. What is the salary scale? What is the future or how far can you go in position or salary?

6. What advice do you have for a young person who is interested in this work?

The order of questions could be as listed; however, the middle areas of discussion may easily be interchanged as the conversation may naturally go in another direction.

One classroom of sixth graders have a chart on the wall for career interviews and the children have grown quite clever at conducting their own interviews on their own time. They come to school and make a brief report to the class or write a brief description using the guideline of topics. The chart shows some children have made several interviews on a variety of careers in their own neighborhood. Some start out with members of their own family and discover some things they never knew.

One thing that is revealed very soon to teachers and students when they begin a career interview program is that instead of people feeling bothered or imposed upon as some of us may think, they are usually very happy to talk about their career. In fact they soon discover it is quite flattering to ask people personal questions about what they think. The questions are of such a nature that they do not expose anyone. They ask for opinions in such a manner that the respondent feels good about giving an opinion. Because of this, no career interview including these six topics is ever dull or boring.

TRY IT -- YOU'LL LIKE IT

My next and last goal in this paper is to ask commitment on your part. I am asking you right now to reserve judgment on this technique until you have tried it at least once. Look over the question topics. Go out and corner the first handy person you see and practice this technique. It should be someone who has a few minutes to spare. It may be the janitor in your room. It may be the gas station attendant at a not extremely busy time. It may be a clerk in a store. It may be anyone at all. If this is too threatening for you, ask your next door teacher or any colleague, "What would you be doing if you weren't teaching?" When the answer is farmer, pilot, dentist, or whatever, test out a few simple questions of the career interview variety. I suggest you will reveal a dimension of your friend you never realized existed before and better still you will allow him/her to have fun and gain self-respect in talking to you. Isn't that what humanizing education is all about?

SUMMARY

A career interview will be worthwhile for the teacher, students, and the guest if some special planning is considered.

Before the interview the teacher should call the speaker to:

1. Confirm date, time, place, etc.
2. Identify audience.
3. Refer to subject matter and objective for tie-in to speaker's topic.
4. Suggest what it is the teacher expects the speaker will do.
5. Ask the speaker what he/she expects of the class or teacher.
6. Be certain the speaker understands the teacher wants to be present in the room.

During the interview the teacher should arrange to have the speaker:

1. Describe his/her job.
2. Explain the preparation necessary to obtain that job.
3. Describe a typical day and relate an unusually interesting experience.
4. Explain some disadvantages of job.
5. Tell of the salary range of a similar job and future possibilities.
6. Offer some advice to young people who are interested.

After the interview the teacher should allow pupils to discuss the experience by:

1. Comparing impressions of interview.
2. Reiterating relationship of product or service to subject area involved.
3. Involving students in some value clarification activity regarding the interview experience.

CAREER INTERVIEW TECHNIQUES

The career interview is one of the key elements of any career education program. It is very important that the interview be focused on the "person" and not on the "product" represented by the resource person. The resource person gives meaning and "life" to the product. Any facts or information the resource person brings to the class will be far more interesting when related to the person who uses the facts of information. The attached questions may help.

INTERVIEW ACTIVITY SUGGESTIONS

Students should be given some opportunity to practice their interviewing skills in the classroom before they begin career interviews with community members. Here are some suggested activities.

1. Students as a group can interview their teacher, principal, another teacher, or anyone else in the school setting. The person interviewed may wish to role play some career other than his/her actual career.
2. After this initial activity, students should be provided with a list of interview questions. They can interview each other by pairs on some career they role play. (A preliminary activity might be for students to gather some information on a career so they could effectively role play it.)

CAREER EDUCATION WORKSHOP
Community Awareness Program

In each category, attempt to focus on the career and the relationship to the value placed on that category.

CAREER TITLE______________________________

Brief description of your job.	What background, preparation, or education is needed?
What is it like on a typical day? What unusual experience have you had on the job?	What are some reasons a person may have for not liking this job?
What is the salary range? What about a future or where may this job lead?	What advice would you give to a young person interested in this field?

INTERVIEW QUESTIONS

What do you enjoy most about your work?

What are some rewards, besides money, that you get from your job?

What caused you to choose this job?

What other jobs have you had?

How did you find out about your job?

What did you want to be when you were younger?

How many different jobs have you had?

Have you ever had to move for a job?

How do you feel after a day at work?

What do you like to do after work?

Are you part of a team?

Why is your job important to you? to society?

Are you in charge of other workers?

How much education do you need for your work?

Have you had to learn new things in your job?

What are your hobbies?

Do you do anything for fun that you also do in your work?

Do you wish you had more leisure time? How would you spend it?

Do you have to work overtime?

Other:

Elementary Career Interview Questions

I. Describe your job.

   A. What do you do?
   B. Do you enjoy it?
   C. Is it hard to do?
   D. Do you work with other people?
   E. What are the "things" you work with?

II. Explain preparation necessary to get that job.

   A. Did you need school to get this job? How much? Where?
   B. Was it hard to learn on the job?
   C. Why did you choose this job?

III. Describe a typical day and things of interest during that day.

   A. What do you do on an average day?
   B. What is something interesting about your average day?

IV. Tell some disadvantages of the job.

   A. Are there worries on your job?
   B. How are you successful or unsuccessful in your job?
   C. What's bad about your job?

V. How does it relate to school work?

   A. We are studying (math) (social studies) (English) (science) (etc.), how is that important in your job?
   B. What is something in school that you need to know on this job?

VI. What is your advice to young people?

   A. Would you want your son or daughter to be in this work?
   B. How would you change school if you could?
   C. What do you do when you're not working?

TEACHER______________________________

FIRM_________________________________

FIELD TRIP: JOB IDENTIFICATION FACTS

Job Title____

I. Why are you working? ____
   A. Are you the major wage earner in your family? ____________
   B. Do you enjoy your work? ______________________________________
   C. Why did you choose this type of work? _________________________
      ____
   D. Is this the type of work you plan to stay with in the future? ____
      ____
   E. Have you ever thought of quitting? ____________________________

II. How hard do you work? ____
   A. Can you determine your overtime? ______________________________
   B. What kind of work load do you have? ___________________________
      ____
   C. What are your hours? ____
   D. Salary? Minimum_________________ Maximum______________________
   E. Other fringe benefits? ____
      ____

III. Are there pressures, strains, or anxieties in your work? __________
   ____

IV. What special problems do new employees frequently have in adjusting to the job? ____
   ____

V. What are the most important personal characteristics for being successful in the job? ____
   ____

VI. What other requirements are necessary for the job? _______________
   ____
   A. Education? ____
   B. Special skills? ____
   C. On-the-job training? ____

VII. In your opinion, what are the opportunities for advancement in your job?
   ____

VIII. Are you secure in your job? _____________________________________

IX. Do you get enough recognition from your work? ____________________
   ____

X. What are your attitudes toward unions and union membership? ____________
____

XI. Would you object to working with someone in a minority group? __________
____
Do you have any minority group members working here? ________________

XII. Does your employer encourage you to get more training? ________________
A. Do you feel limited because of your level of training? _____________
B. Would you change your background of training if you could? _________
____
C. Do you want to have your son or daughter follow in your footsteps?
____

XIII. How do you see your relationship to the company as a whole? ____________
____

XIV. In your opinion, what can the school do to do a better job of preparing people to fit into your kind of job? ________________________________
____
____

NOTES

____

____

____

____

____

____

____

FIELD TRIP NOTES

Date ____________________

Place Visited ________________________ Nature of Business ________________

Person(s) Visited ____________________ Job Title(s) ______________________

____________________ ______________________

____________________ ______________________

____________________ ______________________

Important Specific Facts -- General Impressions

Implications for My Position (in working with students, parents, employers, teachers, administrators, etc.)

Implications for School District

Follow-up Actions

CAREER EDUCATION OBJECTIVES: A Guideline for Teachers K-12
Awareness Phase - Primary Level

NOTE: (Objectives built around the domains of CE with philosophic data is included in Appendix 3.)

Program Objective:

During the awareness phase, the learner will become aware of self physically, socially, emotionally, culturally, and mentally and develop competencies in dealing with others. The learner will develop understandings of and appreciations for work, the value of the worker, and the role of work and the worker in our society.

Self Percept

1.00 The learner will become aware of herself/himself as a person with unique physical, intellectual, emotional and social capabilities.

1.1 Recognizes personal interests.

1.2 Becomes aware of own developing mental and creative abilities.

1.3 Becomes aware of own physical characteristics.

1.4 Acquires short term personal goals.

1.5 Recognizes feelings toward self, peers, adults and near environment.

1.6 Becomes aware of the feelings of peers and adults.

1.7 Recognizes that human beings are more alike than different.

1.8 Recognizes that there are various peer groups with whom one associates.

1.9 Recognizes societal institutions that influence personal attitudes and biases.

1.9.1 Becomes aware of the family as a basic social unit influencing the individual.

1.9.2 Becomes aware of the school and community as influences on the individual.

1.10 Recognizes the importance of the educational setting (home, school, community) to own personal growth.

1.11 Recognizes and performs appropriate behaviors for the school setting.

1.12 Becomes aware of the environment best suited to own learning.

1.13 Becomes aware of decision-making processes.

World of Work

2.00 The learner examines the world of work.

2.1 Sees the concept of work as including various types of activities.

2.1.1 Sees that work produces goods and services.

2.1.2 Recognizes the dignity of the individual.

2.2 Becomes aware of organization within the work world.

2.2.1 Differentiates between employers and employees.

2.2.2 Differentiates between consumers and producers.

2.3 Becomes aware of the wide variety of occupations.

2.3.1 Fantacizes occupations that interest her/him.

2.3.2 Becomes aware of the operational structure of the school.

2.4 Becomes aware of similarities among occupations.

2.5 Recognizes that people change occupations.

2.6 Recognizes the reasons why people work.

2.6.1 Sees the relationship between monetary income and maintenance and improvement of life style.

2.7 Sees the interdependence among contributing members in the work world.

2.7.1 Recognizes that individuals need products and services.

2.8 Becomes aware of the economic aspects of the world of work.

2.8.1 Becomes aware of money as a medium of exchange.

2.8.2 Becomes aware that workers are paid for their services.

2.9 Exhibits a willingness to select and complete assigned tasks.

CAREER EDUCATION OBJECTIVES

Accommodation Phase - Intermediate Phase

(Grades 4-6)

Program Objectives:

During the accommodation phase, the learner continues to develop self awareness and awareness of the world of work. The learner also begins to relate or fuse own self perception with own comprehension of the world of work.

Self Concept

1.00 The learner recognizes interactions with others and increasing knowledge and skills as continually influencing own self concept.

- 1.1 Analyzes present interests as a basis for development of new interests.
- 1.2 Recognizes own developing mental and creative abilities in terms of an evolving life style.
- 1.3 Recognizes physical abilities.
- 1.4 Becomes aware of future goals possibilities.
- 1.5 Appraises feelings toward self, peers, adults, and near environment.
- 1.6 Appraises others perception of self.
    - 1.6.1 Copes with praise and criticism from adults and peers in a positive manner.
- 1.7 Recognizes variation in attributes of self, peers, and adults.
- 1.8 Relates successfully with various peer groups.
- 1.9 Investigates the similarities and differences between values in diverse cultures.
    - 1.9.1 Recognizes that all cultures are to be respected.
    - 1.9.2 Recognizes that what is considered acceptable behavior in one culture may be considered anti-social in another.
    - 1.10 Sees that the educational setting (home, school, community) can help one to know own strengths and weaknesses and to develop life skills.
    - 1.11 Recognizes and performs appropriate behaviors for the community setting.
    - 1.12 Recognizes personal modes of learning, management, action, operation.
    - 1.13 Acquires experience in making decisions and accepting the consequences of the decisions.

World of Work

2.00 The learner recognizes the specific behaviors and the socio-economic aspects of the world of work.

- 2.1 Expands the concept of work to include paid and unpaid work.
- 2.2 Recognizes that occupational areas have different levels of responsibility.
- 2.3 Comprehends that a wide variety of occupations exist.
    - 2.3.1 Fantacizes work roles which could lead to desired life styles.
    - 2.3.2 Observes qualities desirable for various occupations.
- 2.4 Comprehends the similarities and relatedness of occupations.
    - 2.4.1 Recognizes mobility in career lattices.
- 2.5 Realizes that work responsibilities change within occupations due to technology and personal competencies.
- 2.6 Recognizes that various rewards may come from work.
- 2.7 Recognizes the contributions of work to a functioning society.
- 2.8 Investigates the economic factors which influence the life of the individual in the world of work.
    - 2.8.1 Describes the flow of money in our economic system.
    - 2.8.2 Compares the effects of supply and demand factors in the labor market in job availability, pay, and work roles.
    - 2.8.3 Recognizes that pay varies in the world of work.
        - 2.8.3.1 Describes how income varies with career type and level.
        - 2.8.3.2 Correlates compensation with geographical area.
        - 2.8.3.3 Recognizes that greater competencies generally increase pay (training, experience, knowledge.)
        - 2.8.3.4 Recognizes the implications of discrimination (racial, sex, age, cultural.)
- 2.9 Reeognizes the relationship between the world of work and the educational setting (family, community, school).

Self and the World of Work

3.00 The learner examines own self concept in relation to selected occupations.

- 3.1 Relates personal aptitudes to various related careers.

3.2 Chooses activities which will utilize personal interests and abilities in making contributions to school and community.

  3.2.1 Identifies opportunities afforded through school programs.

  3.2.2 Identifies opportunities afforded through community activities.

  3.2.3 Uses the decision making process in choosing projects commensurate with own abilities and interests.

3.3 Describes the personal growth and rewards of work and/or leisure.

  3.3.1 Recognizes that personal satisfactions may come from work.

  3.3.2 Distinguishes the need for personal satisfaction in work or leisure to maintain mental and physical well-being.

  3.3.3 Describes the satisfactions gained when personal capabilities are effectively used in work and/or leisure.

  3.3.4 Expresses the personal value that is received from creative work and/or leisure.

  3.3.5 Acknowledges that social recognition may be related to work.

  3.3.6 Recognizes that monetary rewards may come from work.

3.4 Relates life styles to work roles.

  3.4.1 Describes a life style.

  3.4.2 Realizes that monetary rewards affect life styles.

  3.4.3 Realizes that work hours affect life styles.

  3.4.4 Considers that personal needs affect life styles.

  3.4.5 Recognizes that occupations and their resulting life styles may affect physical and mental health.

CAREER EDUCATION OBJECTIVES

Exploration Phase - Junior High Level

Program Objective:

During the exploration phase the learner continues to compare personal characteristics with the knowledge gained from the exploration of careers. The learner begins to identify occupational areas that most closely align with her/his self concept.

Self Concept

1.00 The learner considers own developing maturity as continually influencing own self concept.

1.1 Assesses personal interests.

1.2 Assesses developing mental and creative abilities in terms of an evolving life style.

1.3 Analyzes own physical abilities and potentials.

1.4 Acquires some long term personal goals.

1.5 Relates to own emotional characteristics as a function of her/his total being.

1.6 Analyzes others' perception of self.

1.7 Recognizes reasons for variations in personal characteristics of self and classmates.

1.8 Recognizes that peer group relationships may change with evolving maturity.

1.9 Assesses established and changing social roles and norms in relation to self and determines how personal values emerge.

1.10 Identifies educational setting (home, school, community) as a possible aid in developing life skills.

1.11 Evaluates behaviors considered appropriate for the school and community settings.

1.12 Analyzes personal modes of learning, management, action, and operation.

1.13 Cultivates the ability to make decisions and analyzes the consequences of own decision. (problem-solving process)

1.14 Assesses personal competencies such as experience, education, and skills.

1.15 Evaluates own abilities, personal qualities, aspirations, and values and their interrelationship to each other.

World of Work

2.00 The learner analyzes specific behaviors and socio-economic aspects relating to the world of work.

2.1 Identifies the implications of the concept of leisure time, vocation, and avocation as they relate to a person's life needs.

2.2 Describes organization within the work force.

2.2.1 Becomes aware of role, structure, membership and leadership of labor unions.

2.2.2 Becomes aware of the role of management in the work force.

2.2.3 Becomes aware of labor relations including employer-employee responsibilities.

2.2.4 Recognizes governmental role in the organization and regulation of the work force.

2.3 Explores a wide range of occupations.

2.3.1 Describes specific educational and skill requirements of occupations.

2.3.2 Differentiates between job tasks.

2.3.3 Acquires knowledge of economic remunerations.

2.3.4 Investigates the training and personal requirements for advancement within a given occupation.

2.3.5 Acquires insight into differences in working conditions.

2.3.6 Distinguishes between occupation related to the production of goods and occupations related to the production of services.

2.4 Examines clusters of occupations.

2.4.1 Distinguish the characteristics which are common among and between clusters.

2.5 Recognizes the nature of change within the work force.

2.5.1 Identifies that some occupations become obsolete because of progress in technology.

2.5.2 Sees the interrelationship between the law of supply and demand of workers and continual change in the work force.

2.5.2.1 Comprehends the impact of migration and immigration on supply and demand of workers.

2.5.3 Recognizes that the availability of human and natural resources affects career opportunities.

2.5.4 Becomes aware that changes in societal attitudes affects roles within the work force (equal rights, job status, roles, laws, labor unions.)

2.6 Recognizes that work allows for the integration of the individual into the society.

2.7 Recognizes that at least some people must work if society is to survive.

2.8 Analyzes the economic aspects of the world of work.

2.8.1 Examines the role of financial institutions in today's economy.

2.8.2 Analyzes the effect of the law of supply and demand on the world of work.

2.8.3 Recognizes factors which influence remuneration and benefits of employment.

2.8.3.1 Recognizes skill development as a factor influencing remunerations.

2.8.3.2 Recognizes the impact of state and federal minimum wage and hour laws.

2.8.3.3 Comprehends the social security program as related to employment (application procedures, purpose, functions, responsibilities.)

2.8.3.4 Recognizes federal and state income tax programs.

2.8.3.5 Recognizes various kinds of fringe benefits available to employees. (insurance, retirement, sick leave, vacation.)

2.9 Recognizes the educational setting as a place to gain direction and needed skills for the attainment of occupational goals.

2.10 Recognizes the process of seeking employment.

2.10.1 Becomes aware of the sources of assistance in seeking employment.

2.10.2 Recognizes how to apply for a job.

2.11 Becomes aware of the effect of international and national economic policies on employment possibilities.

Self and the World of Work

3.00 The learner explores careers, career change and how perceived personal potentials relate to selected careers.

3.1 Recognizes personal characteristics which relate to selected clusters of occupations.

3.2 Formulates tentative career expectations in terms of personal characteristics.

3.2.1 Recognizes that personal characteristics may make a career choice suitable or unsuitable.

3.2.2 Analyzes possible career directions compatible with personal characteristics.

3.2.3 Identifies personal reasons for wanting to change job types.

3.2.4 Describes the importance of personal characteristics in seeking employment.

3.2.5 Distinguishes preparations needed to pursue personal career directions.

3.3 Recognizes that there is continual personal change during career development.

3.3.1 Recognizes that personal characteristics change as the learner matures.

3.3.2 Recognizes that personal characteristics change as the learner experiences the world of work.

3.3.3 Recognizes that change in personal qualifications influences changes in career alternatives.

3.4 Develops an idea of the type of life style desired.

3.4.1 Relates desired life styles to occupation preference.

3.4.2 Realizes that individual may choose a life style.

3.5 Becomes aware of the philosophy of work and leisure as influenced by cultural diversity and diffusion resulting from national migration patterns.

Exploration and Preparation Phase

High School Level

Program Objective:

During the Exploration and Preparation Phase of Career Development, the learner will attain employable qualities for the world of work, including attitudes, values, and skills to the extent necessary for economic independence and personal fulfillment.

Self Concept

1.00 The learner utilizes personal aspirations, experiences, values, and abilities (to give orientation and direction to own dynamic self concept).

- 1.1 Refines personal interests (both awareness and judgement).
- 1.2 Corelates personal aspiration and life style to own mental and creative abilities.
- 1.3 Conceptualizes the importance of own physical abilities and potentials.
- 1.4 Synthesizes and develops plan for achieving personal goals.
- 1.5 Considers emotional characteristics as a function of own total being.
- 1.6 Evaluates image of self as perceived by himself and others.
- 1.7 Recognizes the dignity of all human beings.
- 1.8 Recognizes that all societies have formal and informal controls on human relations.
- 1.9 Assesses personal values in terms of human needs.
- 1.10 Recognizes and utilizes the educational setting (home, school and community) as an aid in developing life skills.
- 1.11 Assesses and manages own behavior in terms of personal value system and social expectations.
- 1.12 Effectualizes personal modes of learning, management, actions, and operation.
- 1.13 Effects decisions and analyzes consequences of those decisions.
- 1.14 Evaluates personal competencies such as experience, education, and skills.
- 1.15 Evaluates own abilities, personal qualities, aspirations, and values and their interrelationship to each other.

World of Work

2.00 The learner evaluates specific behaviors and social economic aspects of the world of work.

- 2.1 Recognizes that in a service oriented society, work consists of activities which allows the individuals to fulfill personal needs and those of society.

2.2 Analyzes organization within the work force.

2.2.1 Analysis of role, structure, membership and leadership of labor unions.

2.2.2 Analysis of the role of management in the work force.

2.2.3 Analysis of labor relations including employee-employer responsibilities.

2.2.4 Analyzes governmental role in the organizational structures based on cooperation.

2.2.5 Becomes aware of alternative organizational structures based on cooperation.

2.3 Continues exploration of occupational areas while doing an in depth analysis of areas of interest.

2.3.1 Differentiates between life styles as effected by occupational choices.

2.4 Examines the interrelatedness of skill requirements for similar occupations.

2.5 Recognizes the dynamic nature of the work force.

2.5.1 Identifies that some occupations become obsolete because of advances in human and scientific technology.

2.5.2 Analyzes periodic adjustments in local, national and international manpower needs.

2.5.3 Recognizes the demographic implications of occupational opportunities.

(2.6-2.7) Recognizes the interdependency between the individual and society's needs, and their implications for work.

2.8 Analyzes and experiences the economic aspects of the world of work.

2.8.1 Evaluates the role of the financial institutions in today's economy.

2.8.2 Evaluates factors influencing incomes and advancement opportunities in occupations.

2.8.3 Investigates fringe benefits.

2.8.4 Examines the cost of attending vocational schools, colleges, apprenticeships, trade school, and technical schools.

2.8.5 Considers avocational pursuits and their economic impact.

2.9 Recognizes the education setting as one of the places which provides for development of computational, communications, leisure, human interactional skills necessary for involvement in the world of work.

2.10 Develops competencies in seeking employment.

2.11 Considers the economic impact of national policies on the availability of job.

Self and the World of Work

3.00 The learner analyzes modification of career patterns, makes career plans and prepares for entry into the world of work as a function of time and a developing self identity.

- 3.1 Analyzes personal characteristics as they relate to areas of interest.

- 3.2 Explores selected occupational areas in depth and begins preparation for occupational entry into occupational area (s).

  - 3.2.1 Identifies specific educational and skill requirements for occupational entry in selected occupational area(s).

  - 3.2.2 Aligns personal goals and desired life style plans with occupational area(s).

  - 3.2.3 Identifies personal alternatives in terms of current occupational trends.

  - 3.2.4 Evaluates impact of altering occupational objectives to accommodate individual life style preferences.

  - 3.2.5 Realizes that preparation for occupational entry at the secondary level can lead to employment upon high school graduation or lead to more specific preparation for occupational entry at the post-secondary level.

  - 3.2.6 Generates plan for preparing for occupational entry into selected occupational area(s).

- 3.3 Recognizes that personal characteristics and values change as careers progress.

- 3.4 Prepares for job entry into selected occupational area(s).

  - 3.4.1 Differentiates between entry level and skilled employment.

  - 3.4.2 Defines logical points of occupational entry.

  - 3.4.3 Identifies educational opportunities available in the school and community that will assist in implementing plan for occupational entry into selected occupational area(s).

  - 3.4.4 Participates in those educational opportunities that will develop desired occupational skills.

- 3.5 Evaluates personal preferences in types of work and leisure and the balance therein as influenced by demographic, occupational, and preparational level components.

USING RESOURCE PEOPLE

The following outline can serve as a guide in identifying the kinds of affective and cognitive learning outcomes which might result from a visit by a resource person.

Purposes:

1. To arouse the interest of students in a variety of careers;
2. To allow students to become aware of different viewpoints on a problem or objective;
3. To arouse the curiosity of students for future first-hand career experiences;
4. To bring realism into the classroom; and
5. To involve the community in education.

Considerations: Before inviting a resource person to come to the classroom, ask yourself the following questions:

1. Can the objective(s) be best realized for students by using a resource person?
2. Is a resource person available who qualifies for the situation?
3. Will the resource person be able to carry on a meaningful discussion with the students at an appropriate level?
4. Does the resource person need to be present in the classroom in order for students to achieve the objective, or could a committee of students tape-record the comments of the resource person to be played later in the classroom?

ACTIVITIES

1. Develop a career education objective matrix which identifies the objectives for which each teacher will be responsible. (sample follows)

2. Develop a cluster matrix which organizes the awareness or exploration of all fifteen cluster areas.

3. In small groups, brainstorm for possible activities in the self concept, world of work, and self and world of work which meet the objectives.

4. Develop an activity according to activity guidelines; analyze, criticize and support colleagues in small group sessions.

5. Field test activities and report back to small groups strengths and weaknesses of activity.

SEE MATERIAL ON CAREER INTERVIEW IN THIS SECTION.

RESOURCE CARD

Date Completed ____________

Name of Business or Person ____________

Occupational Cluster to Which Related ____________

May be Utilized For: Field Trip ______ Classroom ______

Best Time Available: ______ (Month) ______ (Time of Day) ______ Length of Time /Visit

Best Grade Level(s) ______ Size of Group ______

How Often Can This Resource be Utilized? ____________

If A Business, Name of Person to Contact ____________

Other Comments:

Completed By ____________ (Teacher) ______ (Grade)

RESOURCE CARD

Date Completed 9 - 16 - 75

Name of Business or Person Corn Center Fire Department

Occupational Cluster to Which Related Public Service

May be Utilized For: Field Trip X Classroom X

Best Time Available: Any (Month) 9:00 - 3:00 (Time of Day) 1 Hour Length of Time /Visit

Best Grade Level(s) K - 6 Size of Group 20 - 30

How Often Can This Resource be Utilized? Several times per year.

If A Business, Name of Person to Contact Chief Jones

Other Comments:

The department would be willing to send someone out to speak but would also welcome visits by class groups.

Completed By Miss Martin (Teacher) One (Grade)

INFUSION PROCESS STEPS FOR THE TEACHER

1. Identify career development goals and objectives.
2. Examine local curriculum guides to find areas in which the infusion process can take place.
3. Examine appropriate curriculum materials developed by others.
4. Write instructional objectives in behavioral terms which identify student outcomes that relate to career development goals, adapt curricula developed by others, or create new curriculum objectives.
5. Reorient learning activities or create new learning activities which facilitate the learning of career development goals.
6. Develop systems for using community resources on an ongoing basis.
7. Develop evaluation procedures which measure student outcomes.
8. Develop a collection of information about careers.
9. Utilize resource support systems such as librarians, counselors, community people.

READ CAREER EDUCATION - A PRACTICAL APPROACH - HELLING, PART 2 OF THIS BOOK. THE LATTER ONE HALF OF THE ARTICLE EXPLAINS THE INFUSION PROCESS.

See following Career Related Math as a practical example of the infusion process.

CAREER RELATED MATH UNITS

INTRODUCTION

Career Development Concept comes to the educational scene at an opportune time. This philosophy, which relates school subjects to careers at all levels, suggests some answers to the questions of "relevancy" leveled at schools. We in education have proclaimed a "comprehensive" curriculum while practicing a "college preparatory" emphasis. The relationship of all school subjects to potential careers provides a nondiscriminating vehicle for learning math, science, English, social studies, etc., with an opportunity for "real life" situations and examples that the students can understand. While providing a base for a comprehensive offering and helping the subject matter areas to relate their content to living, Career Development Concept provides for a third vital process: career exploration.

This project represents a breakthrough in actual materials relating the subject matter of math to all levels of the world of work.

MATERIALS

Cluster Information: The materials that have been written as a part of this project are organized under the career cluster concept. A cluster is a broad category under which several related careers can be listed. Example: Sales Cluster has been designated cluster one and has six different career units. (See following pages for a complete list of the clusters and associated career units.) For each broad category or cluster, information has been gathered and will be published as a book apart from the career units themselves. This will allow the student to survey a cluster before he does any specific career units. See the samples contained on pages 5, 18, and 26 of this book.

Career Units: Each career unit will contain information relative to the career as well as problems relating to the specific math skills required. The units were written to give a personalized approach rather than a telling informational approach. Each unit will have built into it a math pretest, near the beginning of the unit, so that the student can see at the outset of the unit those math skills he may need to work on. The units will be packaged in a kit with each kit containing 10 copies of every unit. It is hoped that this will make an adequate classroom set.

Teacher's Guide: A teacher's guide will be available and will contain the answers to the pretests and the answers to all problems in the units.

PROCEDURE

The career units are meant to be used under an individualized approach to instruction. Each student should begin by reading in the Career Cluster book. He should look through the list of clusters to find one of interest to him. After he has read the cluster information he may choose to work on one of the career units that are listed for the cluster. He should then go to the career kit and get a copy of the particular unit he wishes to work on. The student should work on the unit up through the pretest. After he has completed the pretest the student should check with his teacher for correction of the pretest. The teacher and the student together should decide whether he should continue the unit or at this point work with some math skills where deficiencies showed up on the pretest. It is at this point that a time limit for the completion of the unit should be agreed upon by the student and the teacher.

Each student should be required to keep a three-ringed notebook in which he will put the units that he has completed as well as the unit he is presently working on. This procedure will allow the teacher to check on the students regarding how much work they have completed as well as what they are presently working on. These notebooks should probably be kept in the classroom and allowed out only with special permission of the teacher.

The number of units to be completed will vary depending upon the units themselves and the additional work that a student may need to do on his math skills.

It is suggested that a teacher keep a file box of test items with two or three test items for each career unit. One or several of these items can be given to the student when he has completed the unit. This will allow the teacher an additional check on the work the student has done.

Bill Heck
Cliff Helling

LIST OF CAREER UNITS

I. Sales

1. Department Store Clerk
2. Service Station Attendant
3. Route Salesman
4. Auto Salesman
5. Cashier
6. Advertising

II. Insurance

1. Insurance Salesman and Adjuster

III. Construction

1. Carpenter
2. Electrician
3. Plumbing
4. Operating Engineer (Heavy Equipment)
5. Surveyor

IV. Medical and Health

1. Laboratory Assistant
2. Ward Secretary
3. Dental Assistant
4. X-ray Technician

V. Secretarial and Clerical

1. File Clerk
2. Typist
3. Auto Parts Counterman
4. Receptionist and PBX Operator

VI. Mechanical Occupations

1. Auto Mechanic
2. Small Appliance Repairs
3. Tool and Die Maker
4. Machinist

VII. Driving Occupations

1. Race Car Driver
2. Commercial Truck Driver

LIST OF CAREER UNITS

VIII. Personal Services

1. Barber
2. Beautician -- Cosmetologist
3. Child Care
4. Stewardess
5. Interior Decorator

IX. Performing Arts

1. Radio Announcer
2. Cameraman and Photography
3. Musicians
4. Small Bands
5. Artist -- Commercial and Regular

X. Government Jobs

1. Mailman
2. Policeman
3. Air Traffic Control
4. Recreation and Park
5. Forestry Technician

XI. Utilities

1. Lineman
2. Telephone Repairman

XII. Manufacturing and Supply

1. Warehouse and Stocking
2. Inventory Control

XIII. Printing and Publishing

1. Printing

XIV. Home Management

1. Personal Finances
2. Selecting a Home
3. Food Purchase
4. Clothing Construction
5. Buying and Caring for a Car
6. Computing Take-home Pay

CLUSTER ONE -- SALES

When looking at a future career, it is always important to look at the characteristics one possesses. A person's likes and dislikes, his interests and personality, etc., should be considered when planning the future. If someone is thinking of a career in sales, it may be even more important to do this, for the future of a person in this field depends so much on the kind of person he is. Success in selling comes to people who seem to have personal characteristics which allow them to succeed.

Most goods that we have contact with go through three steps. They are produced, they are distributed, and they are used or consumed in some way. The whole middle step, distribution, is what sales is really involved with. Sales is a huge field with 4.6 million people involved with it in some way. In this field of work, individuals are employed to sell everything there is to sell in many different kinds of businesses and in every part of the country (or world). The level of training varies with the job, and the income received for selling also varies with the job. The work appeals to and uses people of all ages. It is an occupation that has openings for almost every kind of person.

The most familiar sales job involves receiving money from someone who has already selected a piece of goods, such as a cashier or store clerk does. Training for this position is usually given on the job. An ability to do math calculations, pay attention to detail, and follow instructions is important; but an employer is possibly even more concerned with other characteristics of the individual. These would include having an interest in people and being poised when meeting the public, as well as having a pleasant personality and a well-groomed appearance.

CLUSTER ONE -- SALES

Other types of sales jobs require the seller to go out and make his own contac with potential buyers. These people need to be able to work without someone pushing them to do the job. This requires self-discipline and self motivation Customers seldom come to the salesman asking to have something sold to them. Some sales jobs require a great deal of training and a very thorough knowledge of the product to be sold, so that the seller can explain the product, tell or show how it works, and be convincing that the product is a good one. A comput salesman is an example of this kind of selling. His training may even involve some post-college education. Other jobs in selling may require on-the-job-training, a one or two-year training program at a technical, trade, or junior college or sometimes a four-year college degree.

The income received by sales people depends on many factors. A retail clerk, if just beginning a job, may earn $1.50 to $1.70 an hour, usually with regular advances in pay as experience is gained. Others may receive a regular salary plus commission, and their total pay is determined by the amount they sell. Some salesmen, such as the computer salesman mentioned above, may make only a few sales a year, but the sums of money involved are very large, and his salar and commission, if he receives one, are also large.

In the immediate future, to keep even with the number of salespeople now employed, 275,000 additional workers will be needed nation-wide. These 275,00 will only replace those who quit working or retire. Others, of course, will b needed to replace those who move to other kinds of work.

The one characteristic most important in the sales field would be the personality of the individual. There are no selling jobs that do not involve dealing with other people.

CLUSTER ONE -- SALES

A pleasant person, able to get along well with people, will find many opportunities in this line of employment.

The movement of goods and supplies so as to meet the wants of people will always be required. Goods will always be sold and likely will be sold in even greater quantities as the years go by. The future of a career in sales does, however, depend more on the state of the economy than most other jobs do. During periods of increased spending by the buying public, promotions and pay increases come rapidly, but a sales person is also likely to be one of the first people to feel a tightening or slow-down in the economy. This occurs because people spend less, resulting in smaller commissions and fewer people being hired.

Most areas of sales now have national organizations or associations to which you can write to get more specific information. These are listed in the Occupational Outlook Handbook under the specific titles of different sales jobs.

If you are interested in a sales job, work through one or all of the following units in the job kit:

1-1 Department Store Clerk
1-2 Service Station Attendant
1-3 Route Salesman
1-4 Auto Salesman
1-5 Cashier
1-6 Advertising

CLUSTER ONE -- SALES

UNIT 1

Department Store Clerk

Millie is a girl who has decided to go into the retail sales field. She wants to be a department store clerk. While checking into this kind of work, she found that over three-fifths of the 3,000,000 retail salespersons are women. She also found that starting salaries ranged from $1.50 to $1.70 an hour and that seemed to fit in with what her friends were earning in other jobs at this level.

She did find that there are some disadvantages in being a clerk. Week end work and extra hours during the time before holidays didn't appeal too much to Millie. She discovered, however, that most clerks received a discount on products purchased, that most get a commission on what they sell, and that there seemed to be a good future for the person who does well.

Millie now went to the local newspaper and found the following ad:

> SALES
>
> We have several schedules for daytime and evening sales openings. No experience required, immediate openings. Apply Personnel Office.
> Dayton's Dep't. Store

Millie called and arranged an appointment for an interview. Upon her arrival she was asked questions about her educational background and any previous experience. Also, she had to take an employment test similar to the following. (Please take the following test; show all work on this paper. Check the results with your teacher before going any further.)

Pretest for Department Store Clerk

Add

1. $ 7.89
11.00
10.99

2. $ 1.29
.39
27.50
.79
1.09

Subtract

3. $10.00
- 7.97

4. $20.00
- 16.50

Multiply

5. $ 6.49
13

6. $17.87
6

7. 1/3 x $27.99

8. 25% of $24.50 is ________

9. A 20 percent discount on $37.50 = ________

10. Three items @ $3.27 is ________________

11. A good place to get additional information about specific jobs in the sales area would be:

    a. A dictionary
    b. *The Occupational Outlook Handbook*
    c. A college catalog
    d. An encyclopedia

12. The most likely starting pay that you would receive if you had no training in a sales job, would be:

    a. $2.25 per hour
    b. $1.50 per hour
    c. $ .85 per hour
    d. $1 per hour

Millie satisfactorily completed the interview and the pre-employment test and was conditionally hired. On her first day of employment, she was assigned to the bedding and linens department. There she was trained by the department supervisor. One of her first duties was to check the amount of cash on hand in the register. The register contained 1-$20, 3-$10, 6-$5, 15-$1, 10-$.25, 12-$.10, 25-$.05, 5-$.01. The total amount in the register was 13._______. Does this seem to be a reasonable amount of cash for making change?

Soon after the store opened, a customer approached Millie wishing to make some purchases. She bought a pair of pillow cases @ $2.39 each and a set of matching top and bottom sheets at $6.50 per sheet. The customer's bill for the goods came to 14.__________ and with three percent sales tax amounting to 15._________, her total bill was 16.______________. She handed Millie two $10 bills and received 17.__________in change.

The following problems are similar to the one above. Be sure to add the three percent sales tax in computing the total cost.

Five additional problems involving items and sales tax:

18. 1 mattress pad, $10.28
    1 mattress and innerspring, $205.99
    2 pillows, $6.25 each
    2 pillow cases, 2 for $4.26
    Total cost_______________

19. 6 sheets, 2 for $2.83
    1 bedspread, $34.89
    Total cost______________

20. 1 bedspread -- twin size, $15.61

4 sheets @ $1.62

2 pillows @ $3.48

1 mattress pad, $6.52

Total cost ________________

21. 1 mattress cover, $8.17

4 pillow cases @ $2.14

Total cost ________________

22. 1 electric blanket, $14.65

3 sheets @ $2.34

2 pillows @ $6.49

1 mattress, $49.68

1 bedspread, $29.82

Total cost ________________

Three days after her initial employment the store held its annual January white sale. During this sale most of the items in Millie's department are marked from 10 percent to 50 percent off the regular price. A lady purchased a mattress regularly priced $69, now marked down one third from the regular cost. The sale price was 23.__________. She also purchased two pillows regularly priced $6.76, each now on sale at one fourth off the regular price. The sale price of the pillows was 24.__________. The lady's total purchases came to 25.__________ (be sure to add sales tax), a savings of 26.__________ from the presale price.

A sample receipt form from the above transaction is found on page 7.

Study it thoroughly and complete the following five problems using the blank receipt forms provided after page 15. Follow the same format used in the example to complete the following five problems. Check your work with your teacher.

Five problems dealing with sale items and using receipts: (Figure 3 percent sales tax.)

27. Bath towel set @ $12.69
33% discount

Bunk bed sheets (2 sets) $8.97 per set
50% discount

28. Mattress, $47
1/3 off

Pillows, 3 @ $6.97 each
15% off

Mattress pad, $11.32
20% off

29. Pillow covers, 2 @ $4.97 each
30% off

2 top sheets @ $8.50 each
25% off

2 fitted sheets @ $9.50 each (also 25% off)

30. 6 bath towels @ 2 for $2.22
33% off

1 dozen hand cloths @ 39¢ each
33% off

31. Pillow cases, 3 @ $1.79 each
25% off

Sheet sets, 2 @ $11.79 per set
25% off

Millie decided to purchase some items on sale. In addition to the sale discount she was eligible for a 10 percent employee's discount on the sale price. She purchased a bedspread regularly priced $17.89 on sale at 30% off the regular price. The sale price was 32.__________. She then deducted her 10 percent employee's discount from the sale price, which resulted in a price of 33.______ for the bedspread. She bought two pillows at a regular price of $6.76 each, now on sale at 1/4 off. Her cost for the pillows was 34.________. Her total cost (plus tax) was 35.___________. Because of the sale and her employee's discount, Millie saved 36._________.

Wages

By the end of the week, Millie collected her first paycheck which had been figured in the following manner:

40 hours @ $1.60/hour = 37.______________

8 hours overtime @ $2.40/hour = 38.______________

Total wages = 39.______________

Being part of the working force, Millie now had the chance to help support her country and her state, as well as prepare for her retirement. These deductions from her paycheck came to:

Federal Income Tax: $10.18
State Income Tax: $ 2.49
Social Security: $ 5.18

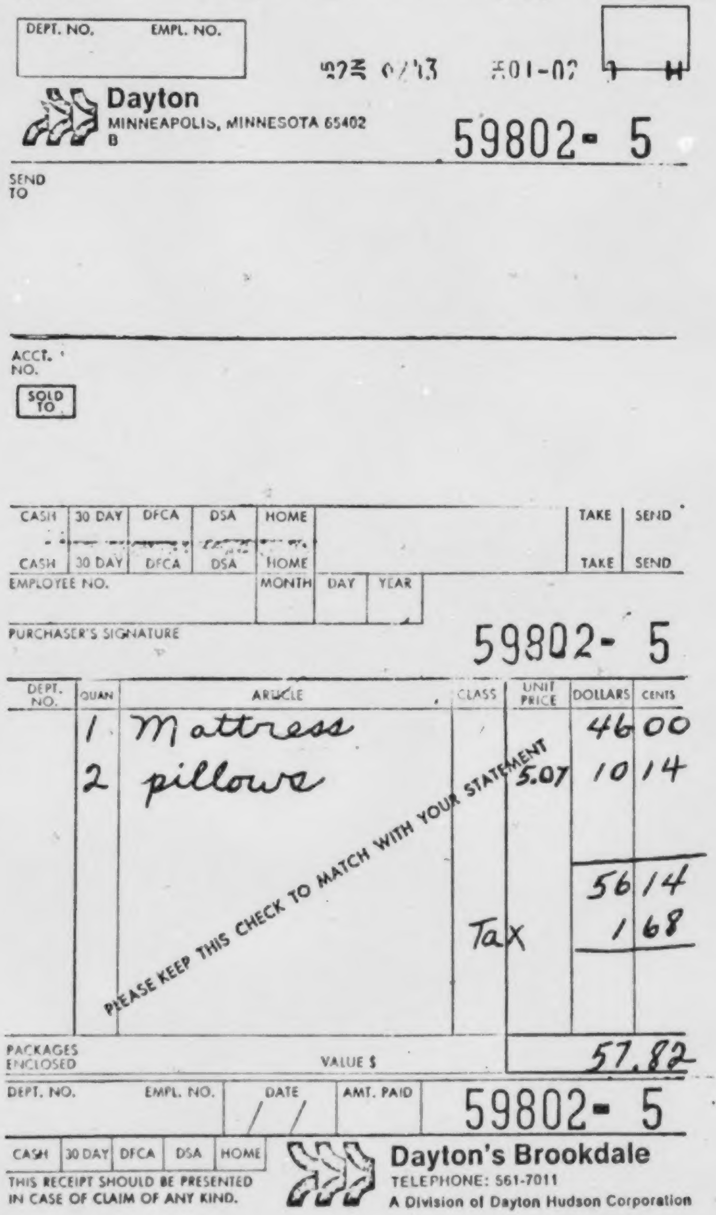
This resulted in total deductions of 40.______; her take-home pay then came to 41.__________.

For additional exploration on computing take-home pay, see unit 14-6.

SAMPLE

RECEIPT

FORM



DEPT. NO. EMPL. NO.

[illegible]

Dayton
MINNEAPOLIS, MINNESOTA 55402
B

59802- 5

SEND TO

ACCT. NO.

SOLD TO

CASH	30 DAY	DFCA	DSA	HOME		TAKE	SEND
CASH	30 DAY	DFCA	DSA	HOME		TAKE	SEND

EMPLOYEE NO. MONTH DAY YEAR

PURCHASER'S SIGNATURE

59802- 5

DEPT. NO.	QUAN	ARTICLE	CLASS	UNIT PRICE	DOLLARS	CENTS
	1	Mattress			46	00
	2	pillows		5.07	10	14
					56	14
			Tax		1	68

PLEASE KEEP THIS CHECK TO MATCH WITH YOUR STATEMENT

PACKAGES ENCLOSED VALUE $ 57.82

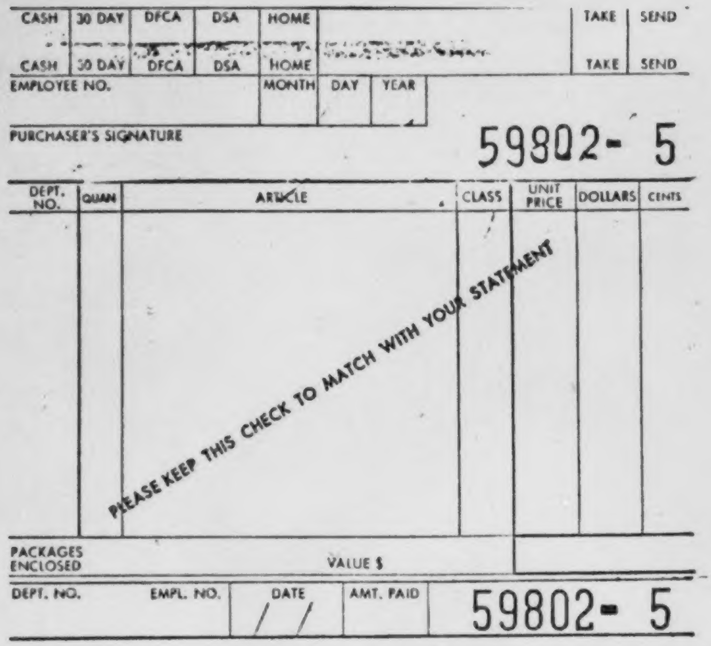
DEPT. NO.	EMPL. NO.	DATE	AMT. PAID	
		/ /		59802- 5

CASH	30 DAY	DFCA	DSA	HOME

THIS RECEIPT SHOULD BE PRESENTED IN CASE OF CLAIM OF ANY KIND.

Dayton's Brookdale
TELEPHONE: 561-7011
A Division of Dayton Hudson Corporation

Problem 27



CASH	30 DAY	DFCA	DSA	HOME		TAKE	SEND
CASH	30 DAY	DFCA	DSA	HOME		TAKE	SEND

EMPLOYEE NO.	MONTH	DAY	YEAR

PURCHASER'S SIGNATURE

59802- 5

DEPT. NO.	QUAN	ARTICLE	CLASS	UNIT PRICE	DOLLARS	CENTS

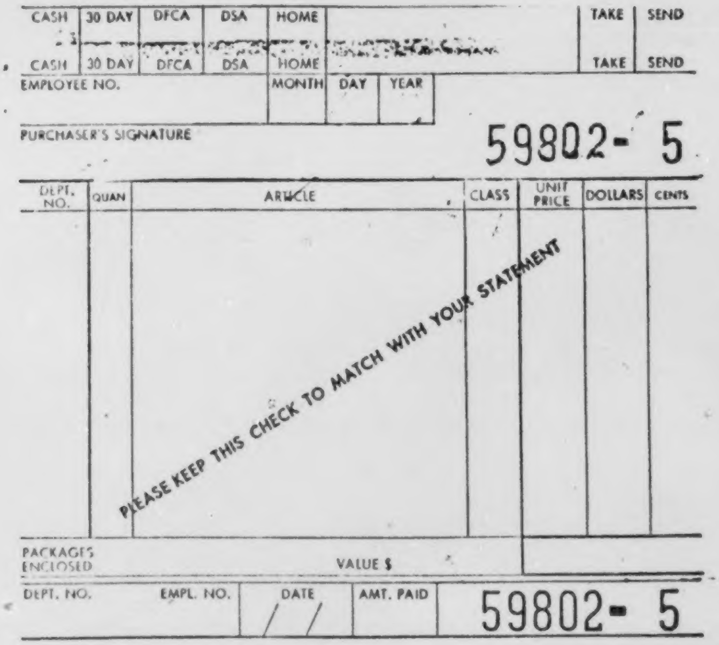
PLEASE KEEP THIS CHECK TO MATCH WITH YOUR STATEMENT

PACKAGES ENCLOSED

VALUE $

DEPT. NO.	EMPL. NO.	DATE	AMT. PAID	
		/ /		59802- 5

Problem 28



CASH	30 DAY	DFCA	DSA	HOME		TAKE	SEND
CASH	30 DAY	DFCA	DSA	HOME		TAKE	SEND

EMPLOYEE NO.	MONTH	DAY	YEAR

PURCHASER'S SIGNATURE

59802- 5

DEPT. NO.	QUAN	ARTICLE	CLASS	UNIT PRICE	DOLLARS	CENTS

PLEASE KEEP THIS CHECK TO MATCH WITH YOUR STATEMENT

PACKAGES ENCLOSED

VALUE $

DEPT. NO.	EMPL. NO.	DATE	AMT. PAID	
		/ /		59802- 5

EVALUATION

This area in career education is a most difficult one. An experience may be a most exciting or very depressing thing depending upon the set of the student. We are so close to "who we are" or "who we are to become" in this area, caution as to the use of instruments must be exercised. Several areas of assessment and evaluation are possible. The community, the staff, curriculum and students represent four. (See "Using Resource People" unit in this text.)

The format therefore, will be some general guidelines for evaluation followed by some sample instruments for various purposes:

1. Materials assessment
2. Staff evaluation
3. Student pre and post job attitude survey
4. Student pre and post Iowa model career test
5. Sample career evaluation tests
    a. K-1 grade
    b. 3-4 grade
    c. 7-9 grade
6. Scope and sequence chart K-12

TEN CONDITIONS TO BE MET IN IMPLEMENTING CAREER EDUCATION

1. Inservice education in Career Education for teachers.
2. Inservice education in Career Education for guidance and counseling personnel.
3. Classroom activity related to Career Education.
4. Participation by resource persons in school Career Education activities.
5. Participation by parents in school Career Education activities.
6. Action by school board regarding Career Education.
7. Participation by students in Career Education activities.
8. Development of a Career Education evaluation system.
9. Establishment of a Career Education council, committee, or formal body composed of school and community members.
10. Establishment of a competency-based education assessment system.

EVALUATORY CRITERIA FOR CAREER DEVELOPMENT PROGRAMS

1. PROGRAM IS DESIGNED FOR ALL STUDENTS (K-12).
2. CAREER DEVELOPMENT IS INTEGRATED THROUGHOUT THE CURRICULUM.
3. EXPOSES ALL STUDENTS TO THE FULL SPECTRUM OF THE WORLD OF WORK.
4. PROVIDES DIRECTED OCCUPATIONAL EXPERIENCES AND EXPLORATION IN THE REAL WORLD OF WORK, ALONG WITH SIMULATED AND INFORMATIONAL EXPERIENCES TO PERMIT FOCUS ON CAREER CLUSTERS.
5. COORDINATION PROVIDED WITHIN THE SCHOOL SYSTEMS AND TEACHING STAFF.
6. PROVIDES IN-SERVICE TRAINING PROGRAMS WHICH WILL ORIENT TEACHERS TO THE WORLD OF WORK.
7. PEOPLE (THROUGH THEIR CAREERS PAID OR UNPAID) PLAY AN INTEGRAL PART IN THE CAREER EDUCATION ACTIVITIES.
8. THE ACTIVITIES ARE NON-DISCRIMINATORY IN ALL REGARDS.

EVALUATION

For purposes of this Staff Development Guide, evaluation shall consist of these items:

1. Pre-test for teachers
2. Post-test for teachers
3. Career Education Inventory for students, grades 4-6.

As of this date, few, if any, Career Education Inventories are available for the primary grades (K-3).

Two basic evaluation processes are recommended --- Formative and Summative.

Formative Evaluation is conducted during the time of the staff development period. The following steps can be included in Formative Evaluation:

1. Determine by a variety of methods such as consensus of opinion, group selections, authoritative recommendations, the feasibility of career education materials to be used (i.e., Iowa Model).

2. Collect data (i.e., meeting minutes, check lists, teacher reports, etc.) that indicate during the Implementation Process an analysis of the career education materials as related to staff development objectives.

3. Administer a variety of standard instruments at the conclusion of the project phase that will indicate accomplishments of the project in relationship to the goals.

The following steps can be combined in Summative Evaluation:

1. Describe the career education materials used in relationship to project objectives that have been observed.

2. Determine satisfaction of project activities, learning gains, extent of career education development --- in terms of the basic objectives of the project.

3. Indicate by student activities the accomplishment of project in relationship to project goals and objectives.

ASSESSMENT DEVICE FOR CAREER MATERIALS

1 2 3 4 5 6 7 8 9 10

	Subject Content Awareness ↔ Subject Content Understanding	Related Career Awareness ↔ Related Career Identity	Self Awareness ↔ Self Identity	Appreciations Attitudes ↔ Self-Social Fulfillment	Decision-making skills ↔ Career Decisions	Economic Awareness ↔ Economic Understanding	Skill Awareness ↔ Employment Skills	Educational Awareness ↔ Educational Identity
K-3								
4-6								
7-9								
10-12								
12 +								

1 2 3 4 5 6 7 8 9 10

Directions:

1. Assess the involvement (1-10) on each of the eight continuums.
2. Determine the dominate method of communication:
   A = Affective (feeling)
   P = Psychomotor (doing)
   C = Cognitive (thinking)
3. Select the appropriate grade level and put the number (1-10) and the appropriate letter or letters in each box.
4. While a total score would show little, a scan of the row will give an idea of the material's appropriateness for the goals considered

Helling -- District 281

CAREER EDUCATION EVALUATION
STAFF QUESTIONNAIRE

	Yes	No	?
1. Has a counselor in this school ever helped you to obtain occupational information related to your subject field?	____	____	____
2. Does a counselor tell a student what occupation he should choose?	____	____	____
3. Does the school have available much information about occupations which are related to your field of teaching?	____	____	____
4. Does the school have information about almost every occupation in the United States?	____	____	____
5. Does the school keep records on each student's vocational and educational plans?	____	____	____
6. Are guidance informational materials kept in the library?	____	____	____
7. Can a good aptitude test tell a student what occupation he should enter?	____	____	____
8. Is information available on the kinds of occupations in which the school's graduates are employed?	____	____	____
9. Do you take class time to provide information to students about careers related to your subject field which might be helpful to them in vocational planning?	____	____	____
10. Do you take class time to discuss with your students about the educational opportunities beyond high school which are available in your fields?	____	____	____
11 Can students who take vocational education in high school still go on to a four-year college?	____	____	____
12. Should most students expect to change jobs a number of times in their lives?	____	____	____
13. Do you utilize the resources of the community (field trips, quest speakers) to enrich your courses?	____	____	____

14. If "yes" to #13, what is the frequency of utilization of community resources?

____________ (once a year); ________________ (once a semester);

____________ (once a quarter); if more, please elaborate (use back):

CAREER EDUCATION EVALUATION
JOB ATTITUDE SURVEY - PRE & POST

Vocational Preparation-type Jobs

1.	work with others						work alone
2.	challenging						monotonous
3.	difficult						easy
4.	inexact						exact
5.	low prestige						high prestige
6.	requires little experience						requires much experience
7.	personal						public
8.	non-verbal(non-talking)						verbal (talking)
9.	follows orders						gives orders
10.	deadening						stimulating
11.	gives orders						takes orders
12.	non-political						political
13.	vocal						silent
14.	feminine						masculine
15.	meaningless						meaningful
.	independent						dependent
17.	guided						free
18.	blue collar						white collar
19.	involves much responsibility						involves little responsibility
20.	clean						dirty
21.	complex						simple
22.	quiet						noisy
23.	abstract						material
24.	exciting						dull
25.	boring						interesting
26.	powerful						powerless
27.	closely supervised						not closely supervised
28.	detailed						general
29.	precise						vague
30.	unrestricted						governed
31.	demands no skill						demands much skill

Sample Pre-Post Test from Iowa Model in Career Education

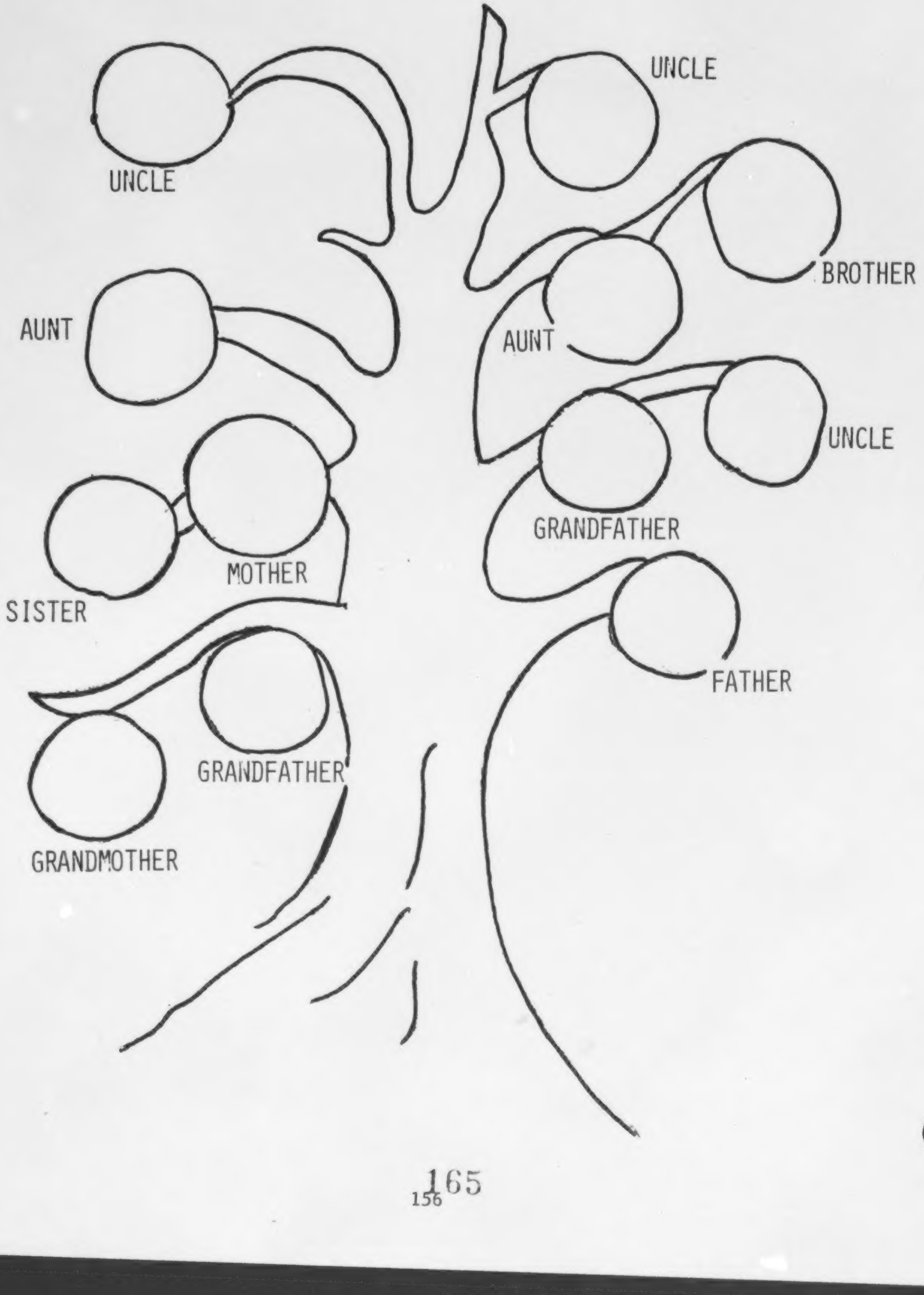
GOALS		Of Extremely High Importance	Of High Importance	Of Medium Importance	Of Low Importance	Of No Importance
1. Career education is vocational education.	is:	0	0	0	0	0
	should be:	0	0	0	0	0
2. Because teachers and parents have the advantage of more experience and greater maturity, they should play the major role in the student's career selection.	is:	0	0	0	0	0
	should be:	0	0	0	0	0
3. Understanding of self and others is as importnat in career education as awareness of jobs or careers.	is:	0	0	0	0	0
	should be:	0	0	0	0	0
4. Teachers must select methods which permit concrete and practical presentation of subject matter.	is:	0	0	0	0	0
	should be:	0	0	0	0	0
5. In general, the schools have tended to over-educate the population in general education and under-educate them in vocational education.	is:	0	0	0	0	0
	should be:	0	0	0	0	0
6. The schools are responsible for the preparation of youngsters for full participation in the economic life of American society.	is:	0	0	0	0	0
	should be:	0	0	0	0	0
7. Work experience while in school has little transfer value to post-school career activities.	is:	0	0	0	0	0
	should be:	0	0	0	0	0
8. The work setting should provide experiences which meet both the economic and psychological needs of the workers.	is:	0	0	0	0	0
	should be:	0	0	0	0	0
9. Career education de-emphasizes the "total man" concept of education in favor of the "economic man."	is:	0	0	0	0	0
	should be:	0	0	0	0	0
10. For their own good and for the good of society, some youngsters should be discouraged from entering higher education.	is:	0	0	0	0	0
	should be:	0	0	0	0	0

GOALS		Of Extremely High Importance	Of High Importance	Of Medium Importance	Of Low Importance	Of No Importance
11. The high school graduate who chooses not to continue his formal education should be able to enter the job market from high school with a salable skill.	is:	0	0	0	0	0
	should be:	0	0	0	0	0
12. Vocational skills should be taught at the secondary school level.	is:	0	0	0	0	0
	should be:	0	0	0	0	0
13. Career decision-making must be followed by available career training opportunities.	is:	0	0	0	0	0
	should be:	0	0	0	0	0
14. A lack of interest in any career at all, either in making money or in solving society's ills, is a situation which must be corrected.	is:	0	0	0	0	0
	should be:	0	0	0	0	0
15. Career education provides the most relevant basis for the organization of all education.	is:	0	0	0	0	0
	should be:	0	0	0	0	0
16. Students should be made aware in their school experience that "man works."	is:	0	0	0	0	0
	should be:	0	0	0	0	0
17. Vocational education has not succeeded because its influence comes too late.	is:	0	0	0	0	0
	should be:	0	0	0	0	0
18. A fundamental purpose of education is to prepare the young to live a productive and rewarding life.	is:	0	0	0	0	0
	should be:	0	0	0	0	0
19. Career education promises to increase motivation while at the same time providing a relevant service to society.	is:	0	0	0	0	0
	should be:	0	0	0	0	0
20. Schools should advocate the Protestant work ethic in order to insure the continuation of the American system of economic activity.	is:	0	0	0	0	0
	should be:	0	0	0	0	0

	GOALS		Of Extremely High Importance	Of High Importance	Of Medium Importance	Of Low Importance	Of No Importance
21.	All education should have a defined, stated purpose.	is:	0	0	0	0	0
		should be:	0	0	0	0	0
22.	The primary reason for the failure of the schools to serve many young people adequately can be traced to what we call general education.	is:	0	0	0	0	0
		should be:	0	0	0	0	0
23.	All educational experiences should be geared to an appreciation for the dignity of work.	is:	0	0	0	0	0
		should be:	0	0	0	0	0
24.	Career education infuses the school program.	is:	0	0	0	0	0
		should be:	0	0	0	0	0
25.	Career education is total education.	is:	0	0	0	0	0
		should be:	0	0	0	0	0
26.	Career education spans educational experiences from early childhood throughout the productive years of life.	is:	0	0	0	0	0
		should be:	0	0	0	0	0
27.	Students in school should have alternative paths to achievement other than the verbal route.	is:	0	0	0	0	0
		should be:	0	0	0	0	0
28.	A graduate should be prepared to become properly and usefully employed immediately upon graduation if he does not continue his schooling.	is:	0	0	0	0	0
		should be:	0	0	0	0	0
29.	The schools have a major role to play in manpower development.	is:	0	0	0	0	0
		should be:	0	0	0	0	0
30.	Career education tends to unite the school, community and business and industries.	is:	0	0	0	0	0
		should be:	0	0	0	0	0
31.	Education must focus on careers.	is:	0	0	0	0	0
		should be:	0	0	0	0	0

GOALS		Of Extremely High Importance	Of High Importance	Of Medium Importance	Of Low Importance	Of No Importance
32. All students should have the opportunity to engage in actual work during the school years.	is:	0	0	0	0	0
	should be:	0	0	0	0	0
33. The curriculum should be built around jobs and work.	is:	0	0	0	0	0
	should be:	0	0	0	0	0
34. Career education provides information and experiences relevant to all work.	is:	0	0	0	0	0
	should be:	0	0	0	0	0
35. The curricula of most schools are, (from the point of view of the students,) dull and irrelevant.	is:	0	0	0	0	0
	should be:	0	0	0	0	0
36. The separation of things academic and things vocational is artificial and false.	is:	0	0	0	0	0
	should be:	0	0	0	0	0
37. Career education increases the relevance of school.	is:	0	0	0	0	0
	should be:	0	0	0	0	0
38. Career education is an old idea with a new label.	is:	0	0	0	0	0
	should be:	0	0	0	0	0
39. Career facts and information should be preceeded by a consideration of principles of development and of the decision making process.	is:	0	0	0	0	0
	should be:	0	0	0	0	0
40. Every teacher in every course should emphasize its career relevance.	is:	0	0	0	0	0
	should be:	0	0	0	0	0

JOBS I KNOW


UNCLE
UNCLE
BROTHER
AUNT
AUNT
UNCLE
GRANDFATHER
MOTHER
SISTER
FATHER
GRANDFATHER
GRANDMOTHER

Age ____________________

Unit ____________________

School ____________________

CAREER EDUCATION EVALUATION
ROSEVILLE CAREER DEVELOPMENT EVALUATION TEST
GRADES 3 - 4

1. I make ladies beautiful by using hair pins and curlers. Who am I?

2. I work with numbers. I fill out income tax forms. I went to four years of college. What is my title?

3. Making passengers on an airplane comfortable is part of my job. I try to make their flight as pleasant as possible and sometimes serve them food and beverages. Who am I?

4. I help a doctor find out what is wrong with you and take pictures of the inside of your body. Who am I?

5. I work with flowers of all kinds. I arrange flowers for weddings, parties, and many other occasions. Who am I?

6. I work with cord and wires. If a toaster, vacuum cleaner, or iron does not work, I am the person to call. I must work very carefully. Who am I?

A. waitress
B. accountant
C. mechanic
D. beautician
E. stewardess
F. barber
G. x-ray technician
H. florist
I. carpenter
J. secretary
K. pilot
L. electrician
M. druggist
N. gardener

AGREE - DISAGREE: If you agree with the statement, circle the word "AGREE" on the answer sheet. If you disagree with the statement, circle "DISAGREE" on the answer sheet.

7. All workers work for the same reasons.

8. Workers can help solve problems such as pollution.

9. Being a truck driver or mechanic is just as important as being a doctor or lawyer.

10. Most people work alone.

11. What people do for their job and what they do for play are always two different things.

12. Only women can be secretaries and nurses.

13. Only men can be mechanics and truck drivers.

14. Many people really enjoy their jobs.

CHOOSE TWO: For each question write TWO letters on your answer sheet.

15. The two jobs most likely to require you to be good in reading are:
A. Pilot C. Teacher
B. Sales Clerk D. Welder

16. The two jobs most likely to require you to be good in arithmetic (math) are:
A. Radio Announcer C. Typist
B. Bookkeeper D. Engineer

17. The two jobs most likely to require you to be good in physical activities (gym) are:
A. Artist C. Policeman
B. Gas Station Attendant D. Jockey

18. The two jobs most likely to require you to be good in art are:
A. Fashion Designer C. Beautician
B. Author D. Secretary

19. Which two types of work would likely require some knowledge of science?
A. Assembly Line Worker C. Secretary
B. Mechanic D. Nurse

20. Which two types of workers would have an interest in language arts (English)?
A. Bookkeeper C. Salesman
B. Minister D. Artist

AGREE - DISAGREE: If you agree with the statement, circle the word "AGREE" on the answer sheet. If you disagree with the statement, circle "DISAGREE" on the answer sheet.

21. Everyone who goes to college must be a very good reader.

22. Everyone who goes to a trade school must be a good reader.

23. I feel I'll get a good job when I grow up.

24. What we like to do is always the same as what we are good at.

25. Strength, speed, and coordination are examples of work skills or abilities.

26. People change what they like to do many times between the ages of 10 and 30.

27. One good thing about most jobs in that you can keep on learning.

28. A person's values are what he strongly believes in.

29. School activities are of little help in developing your interests and skills.

30. One of the first things employers look at is your school attendance when you apply for a job.

31. People like to work in groups best when someone tells them what to do.

32. Teamwork is required in sports, but not in jobs.

33. The better you know someone the easier they are to work with.

34. The most common reason for workers being fired (loosing their jobs) is that they cannot work with other people.

35. Voting is the only way a group can decide a problem.

36. One job in a group project is to keep track of what is done.

37. Cooperation means that everyone on a team must do the same work.

38. How you get along with others is very important in whether you get a job.

39. Working alone is usually the best way to get a job done.

40. Usually you have to give up some of your ideas to get work done in a group.

41. When you make a guess about something that will happen in the future you are making a prediction.

42. School activities and hobbies can be important for a job in the future.

43. Almost everytime I try to do something, somebody or something stops me.

44. Students like me don't have much of a chance to be successful in school.

45. Good luck is more important than hard work for success in school.

46. On a budget you can spend your money to buy the things you most want.

47. Nothing is likely to change your plans for the future if you are careful.

48. It's usually a waste of time to think of what things might happen when you make a choice.

49. What you do in school now has little to do with what you will do in junior high school.

50. The amount of time a worker can spend with his family often depends on the job he has.

Name ____________________

Date ____________________

School ____________________

CAREER EDUCATION EVALUATION
AWARENESS OF OCCUPATIONS BY OCCUPATIONAL CLUSTERS
(Grades 7-9)
(Pontiac)

MATCHING

Directions: Match the occupation to the cluster in which it is found. Place the letter of the occupation in front of the cluster.
Example:

G 0. Health Occupations G. Nurse

	Career Cluster	Occupation
____	1. Business and office	A. Telephone installer
____	2. Communications and media	B. Dental technician
____	3. Agriculture and natural resources	C. Typist
____	4. Health	D. Veterinarian
		E. None of these
____	5. Construction	A. Portrait painter
____	6. Marine Science	B. Oceanographer
____	7. Personal service	C. Barber
____	8. Fine arts and humanities	D. Carpenter
		E. None of these
____	9. Hospitality and recreation	A. Truck driver
____	10. Public service	B. Kindergarten teacher
____	11. Transportation	C. Banker
____	12. Marketing and distribution	D. Baseball player
		E. None of these
____	13. Consumer and homemaking	A. Sanitation engineer
____	14. Environmental control	B. Dress designer
____	15. Manufacturing	C. Auto spray-painter
____	16. Marketing and distribution	D. Shoe salesperson
		E. None of these
____	17. Personal service	A. Airplane pilot
____	18. Transportation	B. File clerk
____	19. Construction	C. Hair stylist
____	20. Environmental control	D. Bricklayer
		E. None of these

AWARENESS OF OCCUPATIONS
BY OCCUPATIONAL CLUSTERS
(Grades 7 - 9) (Pontiac)

		Career Cluster		Occupation
_____	21.	Marketing and distribution	A.	Lawyer
_____	22.	Business and office	B.	Policeman
_____	23.	Public service	C.	Auto-body metal finisher
_____	24.	Manufacturing	D.	Secretary
			E.	None of these
_____	25.	Communications and media	A.	Interior decorator
_____	26.	Marine Science	B.	Fisheries biologist
_____	27.	Consumer and homemaking	C.	Lifeguard
_____	28.	Hospitality and recreation	D.	News reporter
			E.	None of these
_____	29.	Agriculture and natural resouces	A.	Nurse
_____	30.	Construction	B.	Singer
_____	31.	Health	C.	Farm worker
_____	32.	Fine arts and humanities	D.	Accountant
			E.	None of these
_____	33.	Manufacturing	A.	Railroad engineer
_____	34.	Communications and media	B.	Actress
_____	35.	Transportation	C.	Machinist
_____	36.	Fine arts and humanities	D.	Disc jockey
			E.	None of these
_____	37.	Health	A.	Bulldozer operator
_____	38.	Personal services	B.	Physical therapist
_____	39.	Consumer and homemaking	C.	Cosmotologist
_____	40.	Construction	D.	Cook
			E.	None of these
_____	41.	Public service	A.	Computer programmer
_____	42.	Marketing and distribution	B.	Firefighter
_____	43.	Marine science	C.	Concrete finisher
_____	44.	Business and office	D.	Meat cutter
			E.	None of these
_____	45.	Environmental control	A.	Geologist
_____	46.	Agriculture and natural resources	B.	Noise abatement engineer
_____	47.	Manufacturing	C.	Usher
_____	48.	Hospitality and recreation	D.	Punch press operator
			E.	None of these

CAREER DEVELOPMENT PROGRAM

Scope and Sequence

Grades 1 through 12

I = introduced
D = developed
E = emphasized

	(Grade Levels)											
Concept	1	2	3	4	5	6	7	8	9	10	11	12
1. Work has dignity.	I*	D**	E***									
2. Individuals work to meet personal and social needs.	I	D	D	D	D	E	E					
3. People work for various rewards or satisfactions.	I	D	D	E								
4. School is part of the preparation for a career.	I	D	D	E	E							
5. Individuals need special training for most careers.	I	D	D	E								
6. Careers are of wide variety.	I	D	D	E	E	E						
7. In many careers cooperation among workers is essential.		I	D	D	E	E						
8. Some workers produce goods; others produce services.		I	D	E	E							
9. Specialization leads to interdependency among people.		I	D	D	E	E						
10. Positions are related within job families.		I	D	D	E							
11. Careers are grouped by job families.		I	I	D	D	E						
12. Supply and demand help determine career choice.			I	D	D	E						

		1	2	3	4	5	6	7	8	9	10	11	12
13.	Career choice affects the individual's total life.			I	D	D	E						
14.	Individuals differ in their abilities, interests, aptitudes, and values.				I	D	D	E	E	E			
15.	Technological and sociological changes eliminate and create jobs.				I	D	D	D	E	E			
16.	Individuals are qualified to perform in many different occupations.				I	D	D	D	E	E			
17.	Geographical location determines kinds of work found therein.				I	D	D	E					
18.	Observation of people at work helps improve knowledge about careers.					I	D	D	E				
19.	Individuals live in a particular geographical location due to the nature of their work.					I	D	D	E				
20.	Information about careers is needed by all individuals.					I	D	E					
21.	Leisure time activities affect career choice (hobbies, etc.).						I	D	E				
22.	Individuals' value systems affect career choices.						I	D	D	E			
23.	Interaction with workers help improve knowledge about careers.						I	D	D	E			
24.	Such factors as age, sex, race, or religion no longer limit career possibilities to the extent that they have in the past.							I	D	D	E		
25.	Exploratory work experience helps improve knowledge about careers.							I	D	D	D	E	

		1	2	3	4	5	6	7	8	9	10	11	12
26.	Relating career possibilities to school subjects helps improve student motivation.							I	D	D	E	E	E
27.	Individuals are people, thing, or idea oriented.								I	D	D	E	
28.	Individuals need a good general education as preparation for a changing world.								I	D	D	E	
29.	School subjects have significance for career exploration.								I	D	D	E	
30.	Individual attitudes affect success in a career.									I	D	D	E
31.	Information about abilities, aptitudes, and achievement, and acceptance of this information help individuals make more realistic career decisions.									I	D	D	E
32.	Relating attitudes and interests to characteristics of careers improves probability of satisfaction with career choice.									I	D	D	E
33.	Workers of the future may have to retrain two or more times during a lifetime.										I	D	E
34.	Individuals' cultural and socio-economic backgrounds affect career choices.										I	D	E
35.	A satisfying career contributes to mental health.												
36.	Young women as well as young men should prepare for a career.											I	D
37.	Career choice is a developmental process.											I	D

	1	2	3	4	5	6	7	8	9	10	11	12
38. Individuals are attracted to careers due to the relationship of the characteristics of the careers to the life styles of workers.											I	D
39. Worthy use of leisure time is vital to mental health and happiness in a career.												I
40. The individual should learn to be self-governing as he enters the world of work.												I

* I--Concept Introduced
** D--Concept Developed
*** E--Concept Emphasized

CAREER GUIDANCE PRACTICES

(From USOE Flyer by Ruff and Helling)

This section will suggest some practices that are consistent with the counselor's role in the dynamic philosophy of career education. Some of the practices a counselor may do in this field are definable and may demonstrate change by their very doing as well as by the results produced.

The following projects and activities are intended as suggestions that may be molded to the needs of the reader and his school system. They may be researched for additional resource materials and implemented with local planning. The format includes a listing of potential projects followed by a listing of 101 activities related to working with teachers in a team. The projects are more extensive in nature and may exist as complete components of a career guidance program, whereas the activities are less detailed and are generally incorporated into some ongoing activity.

PROJECTS IN CAREER GUIDANCE

The following projects are examples of career guidance practices which might be incorporated into most school settings.

1. Set up a career lab. Materials should be arranged in nondiscriminatory form *utilizing clustering* so *all* students can explore occupational information and educational opportunities. This lab is a fine "neutral" place for informal counseling and small group work. (Note: This lab may be utilized as a valuable resource for teachers as well.)
2. Arrange career days by having several people representing all possible levels of a cluster of occupations available to students. These clusters should be related to a discipline to enhance teacher understanding of related careers; e.g., health cluster sponsored by the science department, construction cluster operated through the industrial education department, communications occupations run through the English department.
3. Establish an exploratory "hands-on" experience for youth to get out into the world of work and find out who they are in relation to careers by actually talking and working with workers. Many programs are operating where school credit is given for such an activity.
4. Operate a community resource pool for teachers, including arranging for resource speakers and field trips to be available for staff use.
5. Establish a placement function for students in your system. Arrange for liaison with manpower services and employment services and form a job pool for placement purposes.
6. Start a "Community Career Center" where all in- and out-of-school people may receive occupational and educational information and aptitude and interest testing. This should be in a non-school facility tied to placement opportunities as mentioned above.

7. Provide an in-service career education program for school staff. The activities should include actual 'hands-on' experience in the world of work in addition to relating the career education concept to this activity. A local business or education institution will help to further this program.

8. A program of research supporting curriculum that is based upon student need should be initiated. Survey and follow-up of students, community, parents, and business are essential components.

9. Organize and use a local advisory committee consisting of students, faculty, administrators, business and industry representatives, parents, government agency personnel, college instructors, and vocational school teachers.

10. Bring the practically-based teachers (home economics, industrial education, business education, cooperative education) together with the academically oriented teachers in a consistent constructive way so the counselor's influence may moderate between these approaches, blending the best of both for the students' benefit.

11. A materials bank for educators should be established. This list of resources and actual resource materials is primarily for teacher use in curriculum planning and not included in the career lab (mentioned in 1 above). A great many commercial materials including films, videotapes, slides, tapes, texts, and other printed material are now available. In addition to this, local material development should be encouraged.

12. Liaison with state department and government agencies should be established. They can provide valuable help in writing proposals and obtaining needed funds and expertise related to proposed programs.

ACTIVITIES IN CAREER GUIDANCE

The following 101 activities may serve to offer ideas to the counselor on how he may work as a career development consultant to the teaching staff.

1. Use small group team work experiences with observation on member's roles and contributions.

2. Develop an independent study program for each student involving a service activity for the classroom, school, or community.

3. Assign: "Develop a resume or data sheet listing the major things about yourself that you believe might be of interest to an employer."

4. Have students keep an activity log and analyze in terms of interests, goals or values, and abilities.

5. Have the class name some occupations requiring special kinds of personality traits.

6. Discuss self-concept and the exploration of personal characteristics on a depersonalized non-threatening basis.

7. Discuss what has influenced who you are today. Examples are family, travel, extra-curricular activities; list others.

8. Role-play or dramatize a "This is Your Life" program.

9. Discuss the potential advantages and limitations of standardized tests and interpret the results. Compare tests as samples and group predictors with political polls.

10. Have students survey employers as to the useful skills or lack of skills of recent employees hired.

11. Have students make drawings or self-portraits and ask:
    a. How do you see yourself?
    b. What traits or skills do you have that you like?
    c. What traits or skills would you like to develop?

12. Develop the identification of values by first desciribing the value system of the student profiles in the Life Career Game (Boocock, 1968).

13. Role-play some value conflict situations, i.e.,
    a. within the individual
    b. between workers
    c. between the worker and the organization

14. Discuss: "How would you define success: What values and specific goals are implied by your definition? e.g., power, fame, contentment, money."

15. Discuss work performances and related ideas. Have students select occupations illustrating each of the following on a continuum and then pick the most and least preferred occupation.
    a. Routine . . . . Varied
    b. Indoor . . . . Outdoor
    c. Hazardous . . . . Nonhazardous
    d. Precise . . . . Approximate
    e. List others

16. Interview workers in different job clusters about their interests.

17. Study career charts relating careers, training, and school subjects.

18. Debate: "Interests are more important than abilities in choosing electives or jobs."

19. Ask students to list occupations they reject as a way of revealing interests.

20. Have students keep a personal diary of their activities for one week. Have them note likes and dislikes and discuss in small groups the relationships to tentative career choices.

21. Have students list occupations which have some very specific physical characteristic requirements, e.g., professional sports, heavy construction work, high-speed assembly line work.

22. Have students consider requirements for jobs in terms of: hearing, eyesight, height, voice, energy level, general health, age.

23. Make a case study of someone who has experienced physical and/or related mental problems caused by his job.

24. Interview workers in various work situations to determine physical and mental characteristics required to perform various jobs.

25. Have class members look for material on the growing practice of mental, physical, and psychological testing for admission to many schools and for employment.

26. Invite a personnel counselor or industrial psychologist to discuss the relationships between physical and mental health.

27. Use the observations and interviews made during a field trip to develop personality requirements for various work roles. Ask the students to project themselves into the worker roles.

28. Have the class develop a survey form--"Important Needs of Workers" --and survey occupational resources to determine the degree of satisfaction in various occupations.

29. Have students survey others (parents, teachers, workers, etc.) to determine how they rank the various rewards of work.

30. Debate whether a job is an expression of your personality or whether the job tends to create a certain type of personality.

31. Have students develop skits on various work settings, i.e., an assembly line, a sales conference, a hospital work, a construction site. Discuss the talents or skills that seem necessary to carry out the various roles.

32. Develop a free association exercise in which occupations are named and talents or skills that come to mind are described.

33. Have students interview workers for "typical day" activities and describe the interests expressed.

34. Interview students in the school work experience program concerning the expression of interest through their work.

35. Have students study occupations seen on TV, motion pictures, and other media. Have students record what is displayed as desirable, e.g., adventure, power, status, income, etc.

36. Have students interview older people, such as grandparents, concerning their views of hard work; compare with views held by younger people.

37. Role-play some stereotyped work roles and the implied role conflicts, e.g., commission sales workers.

38. Invite representatives to speak from community volunteer organizations.

39. Invite representatives from local industries to describe how they use young volunteers.

40. In small groups have students analyze themselves and verbalize ways in which they can contribute to a task.

41. Role-play situations illustrating weak and strong commitments to a task.

42. Develop a real or mock investment club.

43. Use puzzles, games, and exercises to illustrate the decision-making process.

44. Discuss: "Once you make a choice of a job you should stick with it the rest of your life."

45. Discuss: "There is only one occupation which is best for any one individual"

46. Discuss the kinds of decisions people of varying age groups must make: 5-year-olds, 10-year-olds, 18-year-olds, 25-year-olds, 40-year-olds, 65-year-olds.

47. Write an "occupational epitaph" for your tombstone.

48. Have students read autobiographies or biographies of famous people and predict the probability of success for other careers.

49. Ask students to describe their reasons for course selection as they relate to their occupational goals. Do the same for course transfer requests.

50. Have students study the implications of various work roles, leisure time activities, and family life activities.

51. Have students study the developmental life experiences of workers in various occupations through biographical materials, and interviews. Discuss how early life experiences influences future choices and opportunities.

52. Ask students to explain three decisions that they will have to make before choosing a career.

53. Develop a student-to-student advisor system, e.g., 9th-graders advising 7th-graders. Analyze different reactions and advice given by students, teachers, counselors, parents.

54. Ask students to interview adults such as teachers, parents, people in the community, using a hypothetical career choice. Compare the different advice based on the same information. Look at age, sex, occupation, and family relationship to the advice given.

55. Have a committee report on good examples of sources of career information.

56. Ask students to assist in developing and maintaining a career resource center within the school

57. Have students stage a "What's My Line" TV show and utilize dress, manner, and speech to illustrate occupational stereotypes.

58. Have students survey different popular magazines, films, and newspapers to determine how various occupations are portrayed.

59. Have students study the want ads for the training required for occupations in different interest areas and socio-economic levels.

60. Have students interview workers about their education and work training. See if there is a relationship between their high school courses and their occupations.

61. The class or committees could list all the jobs for which they think a certain school subject would prepare them. Discuss these choices with subject teacher.

62. Invite high school personnel (teachers, counselors, etc.) to explain educational programs and their relationship to occupations.

63. Debate or discuss: "What is the most important subject in school?"

64. Discuss the validity of employer preferences such as age, sex, appearance, marriage status, etc.

65. Role-play and video tape simulated employment interviews which illustrate various personal characteristics that can show up in an interview; for example, appearance, manners, mannerisms, speech.

66. Have students interview people in supervisory positions about criteria for promotion.

67. Read selections from the book *The Peter Principle* (1969) and discuss.

68. Have students study the in-service educational opportunities in various occupational fields by interviewing and using printed resources.

69. Have students identify jobs that require geographical mobility, e.g., local firm vs. national firm, small firm vs. chain store, migrating workers, etc.

70. Study the immediate and long-term rewards in various occupations. Consider personal intrinsic rewards, social or status rewards, and economic rewards.

71. Play a "nickname of occupation matching game," for example, cop, greasemonkey strawboss, leatherneack, saw bones, frogman. Discuss possible sterotypes of the occupations implied by the nicknames.

72. Have students make a list of words describing "good workers" in various occupations.

73. Dramatize (or role-play) several occupations represented by parents of class members or workers whom students might observe in the community.

74. Have each student write a theme on "What I Think the Job World Will Be Like Twenty Years From Now."

75. Interview State Employment Service workers on the effects of business cycles and changing technology on employment opportunities.

76. Identify worker functions or roles which are common to past and present occupations and might be found in the future, e.g., personal service activities.

77. Define: Automation Cybernation. Discuss the effects of automation pro and con. For example: If you were a coal miner who was replaced by a machine, how do you think you would feel about automation? Discuss, "Is it possible that this automated age will outmode people to the point that machines rather than humans will be in control of society?"

78. Have students develop audio tapes and slides on job descriptions for use in the class and the school.

79. Discuss the value of summer job try-outs.

80. Develop skits portraying ineffective workers.

81. Tape and play back simulated job interviews for voice quality: video tape for posture and appearance factors such as health and grooming.

82. Invite recent graduates and dropouts to speak to the class on their occupational experiences.

83. Have students spend a day with parents or close friends at their place of employment and report back to the class on the various occupations observed.

84. Have students make up cartoons illustrating various attitudes toward work e.g., "The instinct of workmanship." "Some people can't leave their work behind." "Is the life of ease really the good life?"

85. Debate or discuss the subject of whether or not a person must work to be happy or be happy at his work.

86. Examine particular frustrations in given job classifications, e.g., public employees, women's occupations.

87. Discuss financial compensation as composed not only of salary but of fringe benefits, stock options, payment for travel expenses, etc.

88. Have students survey various occupations and obtain published codes of ethics. Discuss the reasons for codes and their limitations.

89. Analyze the following factors as means of achieving power:
    a. formal position, elected or appointed
    b. personality
    c. money
    d. knowledge

90. Examine the symbols of power, e.g., white coats in medicine, carpeted offices, titles.

91. Observe and tape a task group at work. This could be a city council, school board, or student grovernment meeting. Discuss the work and authority distribution among members, the reasons for such a distribution, and the ways people responded to authority roles.

92. Have students interview supervisors or employers of the same occupations; compare their expectations.

93. Have the students write a letter of reference for themselves for an imaginary position.

94. Read job descriptions in the *Occupational Outlook Handbook* and find occupations that show how one type of work is dependent on another.

95. Discuss: Work, the site of human relations. Ask: "Why is work today a group activity?"

96. Visit a firm and have students make observations of group problem-solving and production.

97. Ask students to make lists of activities that they define as work, play, and creative leisure. Discuss differences and similarities.

98. Survey working women on their reasons for working. Include working mothers.

99. Sturcture a role-playing situation of a student as a grandmother, mother, and herself in the future: Emphasize the changing historical role of women.

100. Ask boys and girls to make lists of women's work and men's work. Discuss and compare the lists.

101. Describe the interest areas on the Kuder or Ohio Inventories. Ask the students to rank their three highest and three lowest interest areas. Administer the inventory. Interpret the results and compare with the students' self estimates.

Note: Portions of the above activities were drawn from *A Resource Guide for Career Development in the Junior High School* (Benson).

CAREER EDUCATION INFORMATION CENTER

ELEMENTS

B. Even

ADVISORY COMMITTEE

A necessary ingredient for a successful Center operation is the establishment of an Advisory Committee. This Committee consists of representatives from each area or department involved in the Career Education thrust. The chief function of this group will be to serve the Center staff in an advisory capacity. More specifically, the Committee's responsibilities include the following:

1. Examining and approving the Center's program.
2. Suggesting ideas and materials for the Center.
3. Reviewing scheduled Center activities.
4. Serving as a "sounding board" for the Center staff.
5. Encouraging departmental participation in the Center's program.
6. Coordinating within their departments in order to prevent repetition of materials and/or activities.
7. Evaluating completed Center activities.
8. Analyzing "drop-in" use of the Center.
9. Meeting regularly as a group.

(The time, place and regularity of the meetings should be determined by the group itself. A monthly meeting is suggested.)

LOCATION AND SPACE

As this Center is essentially a learning laboratory for the students and faculty of the college/school of education, ideally it should be located there in an easily accessible area. The space needed will depend on an assessment of the student utilization of such a Center. Both location and space, however, are subject to the already existing spatial demands within the college/school. Even though an area large enough to accommodate 30-40 people comfortably and to house staff, media equipment and materials is desirable, it is even more important to be in existence! Therefore, it is imperative to BEGIN with whatever is available and to expand from there.

EQUIPMENT

Equipment can be classified into two main categories--ESSENTIAL and DESIRABLE.

ESSENTIAL

- Telephone
- Career Education materials
- Book shelves
- File cabinets
- Office supplies
- Access to duplicating machines
- Tables
- Chairs
- Desks
- Typewriters
- Bulletin boards
- Audio-visual cart

DESIRABLE

- Filmstrip viewers
- Screen
- Filmstrip projector
- Movie projector
- Tape recorders
- Zerox machine
- Mimeo machine
- Ditto machine
- Overhead projector
- Video equipment

The ESSENTIAL items, in many cases, can be secured from existing equipment not assigned. If not, part of the Center budget must be allocated for necessary equipment. As for the DESIRABLE items, use of most of them can be arranged through an academic department, through the college/school's resource supplies or through the campus audio-visual bureau. If any of the DESIRABLE items are deemed ESSENTIAL and cannot be secured as suggested, then they too must be considered in the budget for the Center.

MATERIALS

A list of specific materials for stocking a Career Information Center can be found in Appendix A. The organization of these materials, however, is another item for consideration. The suggestion made by staff members of the Westside Area Career Occupations Project (WACOP), to arrange Center materials according to type of material has proved to be most workable. Career Education materials thus fall into the following categorical types:

- Books (B)
- Cassettes (CS)
- Files (F)
- Filmstrips (FS)
- Games (G)
- *Kits (KT)
- Miscellaneous (MISC)
- Pamphlets (PM)
- Posters (P)
- Periodicals (PER)
- Simulations (SIM)
- Transparencies (TP)

*Kits can be defined as any multi-media unit.

These groups of materials can then be arranged in alphabetical order around the perimeter of your room, thus leaving the center area for study tables and chairs.

In order to more precisely classify WITHIN item categories, materials can be sorted systematically in terms of the following breakdown or a comparable one devised to fit specific needs:

1. Generalities
2. Career Education
3. Counseling and Guidance
4. Decision-Making
5. Education
6. Self-Awareness
7. Subject Area
8. World of Work
9. Testing
10. Valuing

If such categorizing is to be efficient for users as well as for staff, a card catalog system like that available in any other library or resource center will need to be established. In addition to a Center Shelf List, an alphabetically arranged listing of all materials including publication information that are available in the Center, TITLE, SUBJECT and GRADE LEVEL indices can be set up. The TITLE INDEX will be arranged alphabetically like the SHELF LIST, but will carry such additional information as an ITEM notation and an acquisition NUMBER taken from the Center's Acquisition List which is compiled according to the date of the item's arrival (i.e. B-1 or FS-4). Annotation, grade level usage, price, and subject classification (1-10) are also included. The GRADE LEVEL Catalog can be color-coded according to grade level usage (i.e. high school/adult = blue; junior high = green; elementary = pink) and will carry all information but the annotation and the subject classification; the latter information can be secured from the TITLE catalog. The SUBJECT Catalog, then, will be arranged according to subject (i.e. Generalities, Career Education, Counseling and Guidance, etc.) and will include all information, but the annotation and the grade level usage.

SAMPLE TITLE CARDS

2.1
B-133 Career education: What is is and how to do it, Kenneth B. Hoyt, Rupert N. Evans, Edward F. Mackin, Garth L. Mangum. Olympus Pub. Co., 2nd ed., 1974. 238 pp.

Provides the philosophic and historical background for understanding what career education is, why it is needed, and how it developed. Instructs on how a program can be implemented within a school system.

1 CAREER EDUCATION
6.95

Olympus Publishing Co.
937 E. 9th South
Salt Lake City, Ut 84105

KT
7.6 First things: What happens between people.
K-41 Guidance Associates, 1970. 2 color filmstrips, 1 cassette, 1 discussion guide.

Grades K-3.

Contents: 1. What happens between people 64 fr/8 min. 2. Part II 41 fr/5 min.

Introduces primary grade children to basic concepts of their social and physical environments.

1 SOCIAL STUDIES
19.35

Guidance Associates
41 Washington Ave.
Pleasantville, N.Y.

FILES

Files to be set up include the following:

-- Vertical Files: Established for miscellaneous career materials and pamphlets. Arranged alphabetically.

-- Occupational Files: Developed from free materials, occupational briefs, the Occupational Outlook Handbook pamphlets. This information can be arranged according to a clustering system (see Appendix B, "Sample Occupational Clustering Systems"), alphabetically by career title or alphabetically by subject area emphasis.

-- College Files: Set up on a limited basis as such catalogs and information are generally available in the main campus library. Shelved alphabetically by state or by college.

-- Junior College Files: Set up in the same way as the College Files.

-- Apprenticeship Files: Developed with materials available from local apprenticeship programs. Filed alphabetically.

-- Training Schools: Put together with materials secured from local beauty, barber, business and career colleges. Filed alphabetically.

-- Speaker Files: Optional. Established by securing commitments from individuals willing to speak on given topics to various groups. This information can be arranged in one of several ways. (See Appendix C, "Alternative Resource Speaker Filing Systems.")

GUIDELINES FOR USE

Suggested Purposes for the Center:

-- Provide workshops, seminars, demonstrations, etc., for those involved in Career Education.

-- Produce instructional material for use in Career Education implementation.

-- Obtain, organize and disseminate all kinds of Career Education resource materials.

-- Furnish assistance in planning for and evaluating Career Education activities, units, projects.

-- Serve as a liaison between the College/School of Education, the rest of the campus, and the community at large.

-- Offer vocational assistance to those about to enter the world of work.

Services available through the Center:

- Individualized assistance
- Facility for class/personal visitations
- Career Education Workshops
- Material demonstration and development
- Resource materials for class, personal use
- Referral source
- Vocational assistance

Policy Considerations Relating to the Center:

- Hours of Center
- Material check-out system
- Length of borrowing time
- Reserve materials
- Newsletter dissemination
- Demonstrations and workshops
- Tabulation of Center visitors
- Users' evaluation of materials
- Priority availability of Center and its materials

ORIENTATION

Faculty and students, particularly, need to be familiarized with the Career Information Center--its purposes, its services, its availability. However, such a familiarization process can be successfully achieved only after the Center staff is fully aware of their responsibilities and of the Center's functions. When this stage of orientation has been satisfactorily completed, then the following two-stage orientation of students and faculty can proceed:

STAGE I:	Open House.	This stage can be planned for students and faculty separately or together. It consists of publicizing designated times when students and faculty can come to the Center and discover where it is, what it contains and who operates it.
STAGE II:	Class Session.	This stage is a precisely planned session in the Center for a designated class and its professor. (See Appendix D, "Orientation: The Career Information Center.")

PUBLIC RELATIONS

Chief components of this element are publicity and coordination with others operating in a similar capacity. In order to establish and continue a Career Information Center, continuous publicity must be forthcoming through bulletin boards, periodic flyers, the campus newspaper, a regular newsletter, etc. In addition, Center staff must be in contact with others on the campus and in the community who are providing similar services. Only through a concerted attempt to make the campus community aware of the Center and a willingness to cooperate with others in the field will the Center be able to meet the needs of its users and realize its stated purposes.

WORKSHOPS

The Career Information Center provides the optimum ingredients for the development of a variety of Career Education workshops. The place, a knowledgeable staff, and the necessary resource materials are accessible to any group who wants to meet for a period of intensive study in Career Education. Although groups will have different needs and workshop topics, formats and time schedules will vary, in most cases, the following generalized components will be applicable or adaptable:

I. Overview of Career Education

II. Analysis of Career Education and ____________________

III. Career Education Materials Appropriate to ______________

IV. Development of Career Education Activities, Units, Programs, Resources in/for ________________

Regardless, it is a prime responsibility of the Center staff to make such workshops available not only to faculty and students, but also to local school districts requesting assistance with Career Education implementation. (See Appendix D, "Suggested Topics for Career Information Center Workshops.")

VOCATIONAL ASSISTANCE

One of the purposes of a Career Information Center is to provide help to those about to enter the world of work. This vocational assistance may occur as one-to-one consultations, group decision-making activities, career exploration workshops, or class career information sessions. It is therefore imperative that the Center staff be able to utilize Career Education resources from a purely occupational viewpoint.

STAFF

In order to oversee the Center, to fulfill the purposes outlined for its implementation and to develop the previously described programs, a minimum staffing would be as follows:

Career Education Specialist

Qualifications: Master's or doctoral degree in an educational area. Experience in teaching, administration and Career Education necessary.

Responsibilities include:

1. Directing the operation of the Center.
2. Meeting with the Advisory Board.
3. Hiring and supervising staff.
4. Ordering supplies and Career Education materials.
5. Planning and conducting orientations.
6. Developing workshop plan.
7. Conducting workshops.
8. Teaming with professors for Career Education integration into existing courses.
9. Coordinating with other campus student services.
10. Supervising independent study in Career Education.
11. Providing vocational assistance.
12. Evaluating Career Information Center program and revising.
13. Updating Center materials.

Center Administrative Assistant

Qualifications: A minimum of two years college experience. Working knowledge of secretarial skills and business procedures. Background and/or interest in library work and Career Education preferred.

Responsibilities include:

1. Maintaining and augmenting procedures for utilizing the Career Information Center.
2. Handling all Center business procedures (typing, filing, ordering, compiling, mimeographing, etc.).
3. Supervising part-time secretarial help.
4. Organizing and maintaining Center materials.
5. Arranging materials for Center activities and workshops.
6. Publicizing Center activities (through bulletin boards, flyers, personal contact).
7. Publishing Center newsletter.
8. Keeping Center evaluation records.

Part-Time Secretarial Help

Qualifications: Secretarial skills (typing, filing, compiling, mimeographing, etc.) and experience.

Responsibilities include:

1. Typing assigned materials.
2. Operating duplicating machines.
3. Compiling materials.
4. Assisting administrative assistant.

BUDGET

The operating budget for a Career Information Center will vary from school to school depending on the size of the Center, the number of staff, and the amount of available materials. Still, the major budget items to be considered will be the following:

- Staff
- Career Education Materials
- Equipment
- Space
- Supplies

Possible funding sources include (1) the existing college/university budget; (2) federal contracts and grants (Vocational or Career Education monies); (3) state resources (in Vocational or Career Education); (4) private foundations.

EVALUATION

OVERVIEW

Although rationale and implementation represent the major segments of any program, they are incomplete without the inclusion of an evaluation segment. When such an evaluation segment is automatically built into the on-going operation of a Career Information Center, the development of the operation can be carefully documented: its effectiveness analyzed and its implementation adapted. In order to secure a representative analysis, evaluation should be drawn from the following groups:

- -- The Advisory Committee
- -- Involved faculty and staff
- -- Student participants
- -- Others (local school district personnel and/or community representatives)

Evaluation instruments should be devised to examine the effectiveness of:

- -- Orientation
- -- Workshops
- -- In-class presentations
- -- Material usage
- -- Vocational assistance
- -- The entire program

INSTRUMENTS

The sample evaluation formats included here can be adapted to fit specific needs or can serve as guidelines for the development of new instruments. They are grouped in the following categories: Surveys, Questionnaires, Evaluations, Miscellaneous Formats.

BIBLIOGRAPHICAL NOTES

Note 1:

Essential Materials for establishing a Career Information Center.

Deciding	$ 4.00
Decisions and Outcomes	
Desk Top Careers Kit	140.91
DUSO D-1 Kit	96.00
DUSO D-2 Kit	98.00
Focus on Self Development--Stage 1: Awareness	121.00
Focus on Self Development--Stage 2: Responding	135.50
Focus on Self Development--Stage 3: Involvement	121.00
Job Experience Kits	140.00
Occupational Exploration Kit	123.00
Occupational Outlook Handbook	6.50
Search for Meaning	39.95
Search for Values	44.95
Values Clarrification	3.95
Widening Occupational Roles Kit	180.00
TOTAL	$1,254.76

Note 2:

Prices listed for individual items are school prices as of Spring, 1974.

Note 3:

Some of the materials noted are more than five years old. At the time they were purchased, more recent information was not available.

Note 4:

Materials not priced were free, complimentary, or already available through the University of Arizona Counseling and Guidance Department.

CAREER EDUCATION CENTER
STEP-BY-STEP PROCESS OF ESTABLISHMENT

1. Define the role and the rationale for the Center.
2. Analyze the purposes and objectives of the Center.
3. Assess specific Center needs re: equipment, space, location, materials, staff.
4. Contact departments involved and discuss implementation possibilities.
5. Establish a specific Advisory Committee.
6. Outline possible program and submit for Advisory Committee input.
7. Revise and submit for Advisory Committee approval.
8. Secure space and equipment.
9. Hire staff.
10. Collect existing materials and solicit suggestions for additional materials.
11. Order new materials.
12. Decide on the organization and arrangement of the Center.
13. Set up the Center as materials arrive.
14. Establish policies/guidelines for use.
15. Open the Center.
16. Hold orientation sessions.
17. Publicize the Center.
18. Schedule class visits to the Center.
19. Develop workshop plans.
20. Evaluate the operation; update the materials; and initiate any necessary changes.

IN SERVICE

Inservice education for staff is a critical element in any plan for career education. To do it right involves many decisions as to strategy, content, and activities included. Expert counsel is advised before setting up inservice activities if you have not been involved with it before.

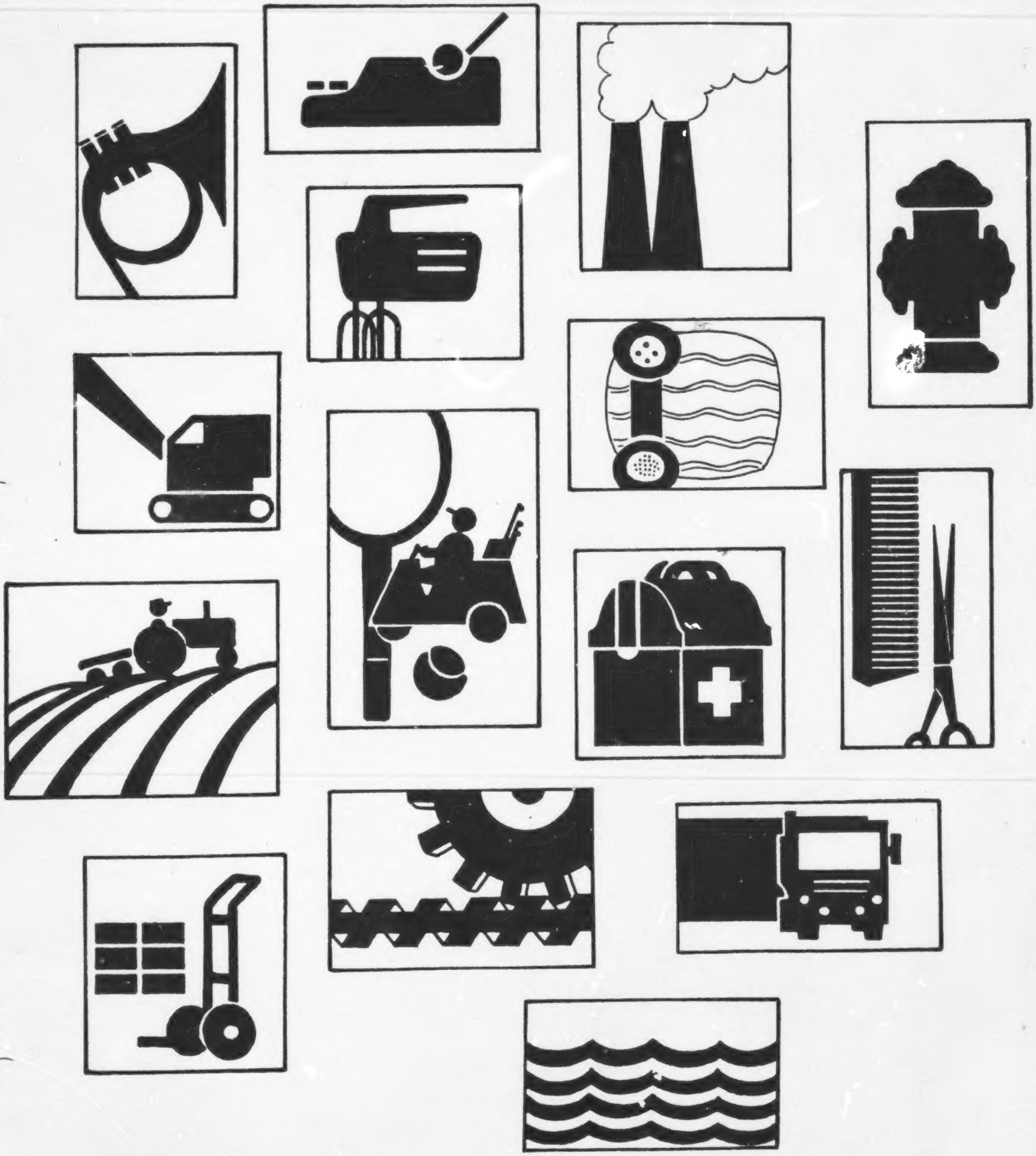
For the above reasons, two examples will be given here:

1. The first few pages (including objectives) of a three-week workshop.

2. An outline of a three-day workshop.

CAREER EXPLORATION WORKSHOP

PARTICIPANT'S BOOKLET



FOREWORD

In 1968, Cliff Helling, the vocational director of the Robbinsdale Area Schools (District 281), decided that staff members needed an opportunity to explore community businesses and industries. He felt that dialogue must be opened up between people in the world of work and teachers in the classrooms of District 281. For that purpose, an in-service course was started that summer and it has continued, with minor changes along the way, nearly every year since.

The course provides primarily for field trips to a variety of businesses and industries with follow-up small group discussions. Small group participants share their feelings and reactions to the field trip experiences.

On the field trips, opportunity for personal career interviews with business and industry employees is always scheduled. The personal contact with the community allows the teacher to check his/her classroom procedures and content in relation to the realities of the working world. The community contact serves to reinforce teaching practices or to cause modification of teaching practices as teachers, counselors, or administrators reflect on their field trip experiences.

The course has been well received over the years. In recent years, as the concepts of career education have become more sophisticated, the course has been altered. However, the basic format of field trips followed by small group discussions has been preserved. I trust you will both enjoy and benefit from this in-service experience.

Jerry Davis
Coordinator of Career Education

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TYPICAL CLASS SCHEDULE

SAMPLE

INTRODUCTION TO CAREER EDUCATION (LARGE GROUP)	CAREER EDUCATION CONCEPTS CAREER INTERVIEW CAREER ROLE PLAYING (LARGE GROUP)	FIELD TRIP TO AN AREA VOCATIONAL TECHNICAL CENTER	SMALL GROUP	FIELD TRIP TO NORTHERN STATES POWER
SMALL GROUP	FIELD TRIP TO NORTH MEMORIAL MEDICAL CENTER	SMALL GROUP	SELECTED FIELD TRIP - BURLINGTON NORTHERN RR OR - NATIONWIDE TRUCKING OR - NORTH CENTRAL AIRLINES	SMALL GROUP LARGE GROUP REVIEW OF DISTRICT VOCATIONAL AND CAREER EDUCATION PROGRAMS
FIELD TRIP TO WCCO TELEVISION	SMALL GROUP	FIELD TRIP TO AMERICAN HOIST AND DERRICK	SMALL GROUP PROJECT SHARING	LARGE GROUP CONCLUDING SESSION

SCHEDULE OF ACTIVITIES

CAREER EXPLORATION WORKSHOP

______
(Year)

Day 1 ____________ (Date)	Day 2 ____________ (Date)	Day 3 ____________ (Date)	Day 4 ____________ (Date)	Day 5 ____________ (Date)
Day 6 ____________ (Date)	Day 7 ____________ (Date)	Day 8 ____________ (Date)	Day 9 ____________ (Date)	Day 10 ____________ (Date)
Day 11 ____________ (Date)	Day 12 ____________ (Date)	Day 13 ____________ (Date)	Day 14 ____________	Day 15 ____________ (Date)

COURSE OBJECTIVES

1. To better prepare the participant to be a vocational advisor for students.
2. To bring participants in contact with employers and/or potential employers of their students.
3. To provide participants information concerning requirements and expectations of employers.
4. To provide for open discussion between participants and employers on mutual problems and concerns.
5. To promote public relations through communication between participants and employers.
6. To cause participants to reassess attitudes toward student attitudes in school, socio-economically based values, and students' real needs in education.
7. To cause participants to reassess subject content, teaching methods, and resource materials in relation to information gained in field trip and workshop class experiences.
8. To expose participants to young people (perhaps former students) on the job.
9. To acquaint participants with vocational areas they are unfamiliar with because of background, education, or choice.
10. To stimulate participants to design and implement creative methods of education.
11. To expose participants to business methods and training.
12. To furnish materials and philosophy involving the concept of career development and its implementation into participants' fields of endeavor.
13. To lay the foundation for creating the desirable atmosphere of truly comprehensive education as opposed to a strong college preparation focus.
14. To develop and use materials in career development.
15. To develop a unit or project that will demonstrate the teaching of subject matter content by the use of career education concepts.
16. To understand and describe related problems in education and the potential for correction by using career development concepts.

	Day 1	Day 2	Day 3
8-9	Orientation/Problems I-C-LG	Field Interview/Walk Through II-C-LG/I	Elements of Program and CE Materials III-C-LG
9-10	Values I-A-SG/I Definition II-AC-LG/SG	Field Interview/Walk Through Application II-CAP-I ↓	Plan Project III-CAP-I/SG ↓
10-11	Concept II-C-LG	↓	↓
11-12	Concept II-CAP-I/LG	↓	Outline Discussion III-CA-SG
12-1	LUNCH	↓	
1-2	Concept/Clusters II-AC-LG	Field Interview/Walk Through Discussion II-CA-SG	Strategy of Change IV-C-LG
2-3	Practical Application C.E. II-CP-LG/I	Objectives for Project II/III-C-LG	Planning and Evaluation
Home Work	Read Blue 0-39C or assigned material.	Read Blue 39D-55 or assigned material.	

Goals:

Through this workshop of theory and practice the participants will:

A. Explore the basis for change in education.
B. Develop a concept of C.E. they can accept and use.
C. Incorporate their philosophy and appropriate materials into the outline of a project to be written during the writing time provided.
D. Share their outline with the group and discuss implementation.
E. Provide recommendations on long-range planning.

I	Problems in Education	A	Primarily an affective activity	SG	Small Group
II	Career Concept	B	Primarily a psychomotor activity	LG	Large Group
III	Career Project Development	C	Primarily a cognitive activity	I	Individual
IV	Planning				

SAMPLE

PHASE IV

PLANNING

THE PREMISE:

With the ongoing emphasis on college and college preparatory programs by the lay public, educators, and mass communications media, there is a great danger the non-college bound student and his needs, particularly in occupational orientation, may be neglected. The problem of such students is further aggravated by the limitations of academic teachers in terms of occupational knowledge, complexity of the labor market, job entrance requirements, and the difficulty of personally getting first hand information essential to making career decisions. Here are some areas that should be considered by the planning committee.

Basic Elements in Planning the Implementation of a Career Development Program:

1. Survey school, business, industry, and community in terms of students' needs, learning resources, facilities, and leadership. (To provide justification for program)

2. Obtain endorsement of program from faculty, administration, and school board.

3. Organize and use a local advisory committee, composed of students, school faculty and administration, business and industry representatives, parents, local and state governing agencies, and area vocational-technical school personnel wherever available.

Rationale and Suggested Comprehensive Career Information Development Plan (Grades K-9)

It is clearly recognized that the characteristics of schools in this State are dependent upon many variables. These variables include size, geographic location, community resources, local leadership, the needs of students, availability of facilities, and many other factors.

A given administrative unit, due to these variables, may find implementation of the total plan impossible. The implementation of any combination of the parts composing the plan, however, could be valuable in moving toward a long-range plan of occupational exploration.

1. All Teachers Should Be Involved in Relating Their Subject Content More Directly to Occupations:

   Teachers should be strongly encouraged to correlate occupational information and opportunities with each subject as it is being taught. They should make a concerted effort to integrate this information into regular classroom work by providing appropriate laboratory experiences, classroom demonstration, and perhaps, by inviting community resource persons into the school for illustrated lectures concerning particular occupations. Students at each grade level could be provided opportunities in each subject area to explore and understand the value and dignity of all types of work and to develop an awareness of the skills, knowledge, and attitudes that are necessary for success. Some teachers are already doing a good job in this respect, but many teachers are unsuccessful in their efforts to effectively relate occupational exploration to subject content.

In order to become more effective, these teachers will need to become more familiar with job opportunities. They will need guideline materials to be used with textbooks and existing syllabi, and numerous teaching aids and equipment.

2. Manipulative Exploratory Non-Reimbursed Programs Such As Industrial Arts, Home Economics, and Business Education Should Be Enriched, Expanded and Revised:

   Opportunities should be made available for students to experience activities that require planning, designing, patternmaking, blueprint reading, copying, cost estimating, constructing, processing, and assembling. Only a few elementary schools provide these programs at the present time. Existing programs in these areas sould be revised to place additional emphasis upon relating laboratory experiences to occupational possibilities.

   The use of shops, portable shops, mobile units, laboratories, and other space already available should be considered. Areas abandoned by high schools as a result of mergers could be used to give students the opportunity to work with their hands and relate these experiences to occupational possibilities. Both short and long-range exploratory programs could be planned to utilize such spaces.

3. Expanded Counseling-Coordinating Programs Should Be Provided:

   Guidance and counseling programs need to be expanded. Qualified personnel should be available to help plan, to give direction, to coordinate, and to counsel with teachers, individual pupils, and groups of pupils in relation to educational plans, occupational possibilities, and personal problems; to plan meaningful field trips, to plan and arrange for real work experiences for students.

4. Personnel and Planning Time Should Be Provided:

   Provide teachers with sufficient release time from other duties so that they may prepare class materials for occupational exploration.

   A sufficient number of teacher aides should be provided to assist with the preparation of occupational exploration materials. Teacher aides should also be provided to assist the teacher with other duties necessary to implement occupational exploration programs. This would provide students with necessary experience in shop and laboratory activities. The objective should be exploration and not proficiencey in specific skills. This approach also supports industrial arts, home economics, and business education at the middle school level. *It is recommended that existing programs be utilized to provide occupational exploration shop and laboratory experiences on a broad basis.

5. Local Coordination Needed:

In some schools or school systems coordinators might be provided to help plan and organize programs, assist with in-service activities, and locate materials and other resources. Such persons could coordinate, in one or more schools, the work of personnel in various subject areas as they implement occupational exploration objectives. The coordinator would act as a liaison between the school and the community, and the State Department; and he could implement dissemination of business and industrial materials in the school.

6. Use of Advisory Committees:

Local advisory councils should be formed to give direction, assistance, and support to the teacher's efforts to bring pertinent information and experiences to students. Councils could be composed of lay and professional people, representing the school, home, and community. Such councils would be effective instruments for opening the doors of the business world, with its resources, to the classroom.

7. Guideline Materials Should Be Developed Correlating Subject Areas With Occupational Education Objectives:

Guideline materials should be developed and made available for teachers and coordinators to use with basic subject content. These materials should be developed by the State Department of Education personnel and others; they should parallel the content of textbooks and any other course materials being used in each subject area. Planning grants could be established, enabling specialists from colleges, universities, and local school units to assist in this work. Some materials might be developed on a regional basis, and it may be desirable for local personnel to develop material and guides applicable only to their local situations. Films, filmstrips, and videotapes could be developed on certain occupations, such as those in the area of business, industry, agriculture, homemaking, distribution of goods and services, transportation, and health. Printed materials should be made available to all local personnel.

8. Commercial Occupational Materials Should Be Obtained:

A wide variety of commercially produced occupational materials, on different reading and interest levels, should be provided for use by students, teachers, counselors, and coordinators. These materials might include occupational kits, pamphlets, booklets, tapes, films, filmstrips, recordings, and books, providing information about occupational clusters and specific job opportunities. Most schools have only a minimum amount of money available for this purpose. Therefore, industry should be encouraged to furnish such occupational information relevant to training.

9. Equipment Should Be Provided To Implement Manipulative Exploratory Programs:

A wide variety of equipment, related to a broad range of occupations should be provided to give students simulated manipulative experiences. Much of this equipment should be simple, inexpensive, and multi-purpose. This equipment should be used to help students acquire knowledge, discover aptitudes, develop attitudes, and become aware of the world of work. It should not be used to develop salable skills. Manipulative exercises with such equipment could motivate students and provide a balance with printed and visual materials.

Equipment could include simple drawing sets, wood and metal hand tools, simple power tools and machines, simple electronic equipment, homemaking equipment and appliances, seed germinators, and typewriters and other business machines.

10. State Level Direction and Coordination Should Be Provided:

The force of vocational education, general education, and guidance and counseling should be brought to bear on occupational exploration. Wide coordination is deemed necessary and desirable in developing activities, materials, and in-service opportunities. Such coordination would also assist institutions of higher education to initiate pre-service programs and orient prospective teachers to their roles in occupational exploration. In addition, State-level coordination should provide assistance in organizing local advisory councils on a regional basis. This would enable the State's full resources of business and industry to become more closely involved with public school programs of occupational exploration.

State-level coordination must also provide in-service training of staff personnel in the Department of Education. These individuals should be oriented to their role in a Statewide program of occupational orientation in the public schools. Attitude development--orienting individuals in the public school program toward the necessity of occupational exploration--should become a top priority.

11. Teacher Orientation Should be Provided:

College level education courses should include one or more units showing future teachers how occupational information can be correlated with subject content. Some colleges might want to develop separate courses designed to introduce teachers to the occupational opportunities that can be taught in courses at various grade levels.

Funds should be made available to provide in-service workshops for State personnel, regional directors, local coordinators, counselors, and school personnel. Such workshops should provide direction and understanding of goals; they should develop a positive attitude toward coordinating the teaching of a subject content and occupational information. Personnel should be compensated for this time. In-service sessions could be conducted during the summer months to precede the initiation of new programs in the schools. Follow-up sessions could be scheduled for the summer following the initiation of such programs. Television could also be used effectively for in-service programs. Such instruction could be implemented at the State or local level.

12. Pilot Projects Should be Established:

A number of pilot programs or projects could be planned and implemented. Since no one project can fit every school in the State, several projects, with various approaches, might be initiated. Approaches could include the development of group guidance techniques, the initiation or expansion of practical arts, and the use of specially prepared materials by the regular classroom teachers.

13. Evaluation Procedures Should be Planned:

Definite plans should be established to evaluate the degree of success reached in providing occupational information to middle grade children through this plan. Evaluation plans should be built into the project itself.

After objectives have been clearly stated and understood, evaluation criteria should be developed. Data collecting methods should be determined, and personnel should be provided to be responsible for evaluation.

Procedures should be developed for disseminating findings and making recommendations. This information should then be used to expand those approaches most successfully providing students with improved understandings of the occupational opportunitites available to them.

Minnesota State Department (Career Education K-12, Helling)

The following is offered as a planning guide:

General Objectives of a Career Education Program (K-12)

1. Makes school and school subjects more relevant to all students in terms of life and work after school.

2. Aims to reduce student drop-out rate through a curriculum that relates subject matter to real career situations.

3. Assists students in their career and educational plans.

4. Prepares all students on an equal nondiscriminating basis, whether pursuing post-high education or another route toward life's work.

5. Lends to a cooperative working relationship and linkage among all staff members and at all levels by providing a consistent reality-based back drop for consistently relating school subjects through the grades.

6. Includes all kids, all levels, all educators, and all subjects in a school.

7. Brings about community involvement with schools.

8. Operates at minimum cost to districts for it involves attitude change toward the teachers' mission and depends on teacher implementation.

9. Acts as a humanizing nondiscriminating vehicle for education (all have careers).

10. Puts career foremost, which in turn puts emphasis on the development of the self concept and the individual.

Components of a Career Education Program

Numerous areas should be explored and contributions from many quarters considered in planning career education programs. Some questions of relevance before starting a program may include:

1. Community or school survey?
2. Advisory committees (teachers, students, businessmen, etc.)?
3. Where to start and what grades to include?
4. How to involve all teachers?
5. How to utilize business, industrial arts, and home economics?
6. What is the counselor responsibility?
7. Personnel and planning?
8. Materials?
9. Utilization of the community?
10. Exploration opportunities?
11. State department direction or help?
12. In-service for staff?
13. Evaluation?
14. Coordination throughout the system?
15. Attitudes of all concerned.

(Career Education K-12, Helling)

ORGANIZATIONAL DEVELOPMENT (INTERVENTION)

IMPLEMENTING CHANGE PROGRAMS AS AN "INTERNAL CONSULTANT"*

General Principle

1. First goal is to establish trust in you as a competent, trustworthy professional (as opposed to creating a big splash in the system - or even making big changes).

2. Be open, straight, available, responsible and competent.

Rules or Criteria for Selecting Initial Interventions

1. Do not start where change is most needed. (resistance,etc.) or fractionate the large problem and do small parts and don't connect actions into a movement until later.

2. Do not start with a "reverberating" change (too threatening to too many).

3. Do pick a change with high probability of success.

4. Do pick a change with moderately high visibility.

5. Do start where you can build a support system (or power base) by selecting people who:

   a. are straight in their communication, want challenge-have established integrity.

   b. are innovative - open to change - are action oriented

   *c. are not too dependent upon the system - are philosophy and goal oriented.

   d. have moderately high status within the system.

   e. can establish an open, trusting relationship.

Steps in Initiating Interventions in a System

1. Identify potential needs and possible changes within sub-systems.

2. Formulate one or two specific, explicit behavioral objectives.

3. Identify informal power structures, etc.

4. Plan your intervention - have several specific alternatives available.

5. Negotiate nature of change to be made - be explicit about outcomes, strategies, role of each participant.

6. Establish successive approximations - determine size of increments.

7. Evaluate both constantly and periodically (put a meter on it).

* Alan Anderson - Professor of Educational Psychology University of Minnesota

CAREER DEVELOPMENT CONCEPT PROGRAM

CORE ELEMENTS

UNITS, PROJECTS, INVOLVEMENTS, IDEAS, VALUES, CURRICULUM, ETC., THAT USE CAREER DEVELOPMENT CONCEPT PROCESSES (DEMONSTRATIVE OF SELF DEVELOPMENT) TO TEACH THE CONTENT OF MATH, SCIENCE, SOCIAL STUDIES, ART, BUSINESS, PHYSICAL EDUCATION, INDUSTRIAL ARTS, HOME ECONOMICS, COMMUNICATIONS, LANGUAGE, MUSIC, HUMANITIES, COOPERATIVE EDUCATION, DRAMA, SPECIAL EDUCATION, READING, ETC.

POSSIBLE SUPPORT SYSTEMS

COMMUNITY RESOURCE PROGRAM

FIELD TRIP ARRANGEMENTS

IN-SERVICE EDUCATION

CURRICULUM WRITING

TEACHER EXPLORATION MATERIALS

LABS

RESOURCE CENTERS

CAREER DAYS PROGRAM

COUNSELORS' EXPLORATION PROGRAMS

COMMUNITY CAREER CENTER

LIAISON PROGRAMS:
  BUSINESS
  PARENTS
  COMMUNITY
  GOVERNMENT

GOVERNMENT AGENCIES

ETC.

THE ABOVE IS SUGGESTED IN PLANNING SINCE THE CONCEPT AND ITS UTILIZATION OFTEN ARE CONFUSED WITH SUPPORT SYSTEMS DESIGNED TO AID IT.